REWARD

REWARD







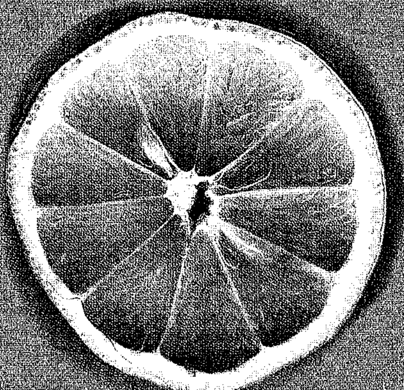
Teacher's Book

Starter

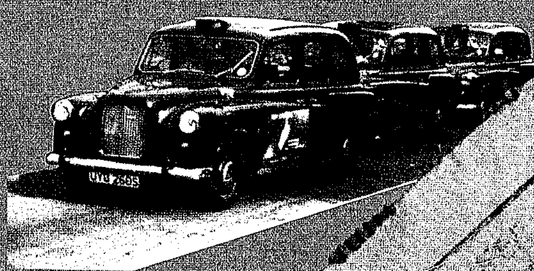


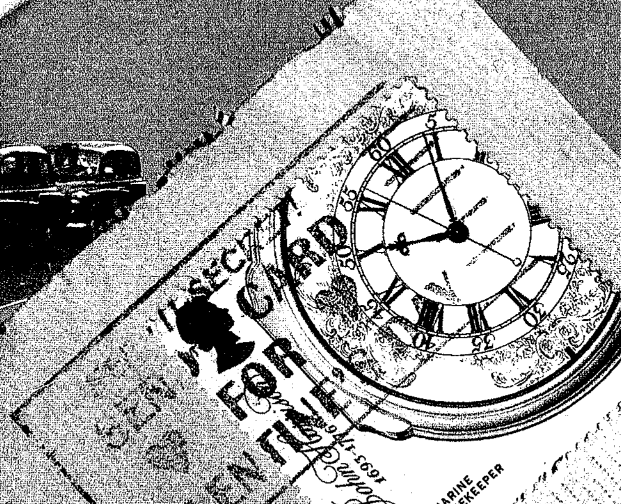


Simon Greenall











MACMILLAN HEINEMANN
English Language Teaching

Introduction

Course organisation

Reward is a general English course which will take adult and young adult learners of English from beginner to upper intermediate level. British English is used as the model for grammar, vocabulary, spelling and pronunciation, but other varieties of English are included for listening and reading practice. The course components for each level are as follows:

For the student	For the teacher
Student's Book	Teacher's Book
Practice Book	Class cassettes
Practice Book cassette	Resource Pack
	Business Resource Pack

The Student's Book has forty teaching lessons and four Progress check lessons. After every ten teaching lessons there is a Progress check lesson to review the language covered in the preceding teaching lessons and to present new language work relevant to the grammar, functions and topics covered so far. Within the teaching lessons the main grammar or language functions and the most useful vocabulary are presented in boxes which allow easy access to the principle language of the lesson. This makes the focus of the lesson clearly accessible for purposes of presentation and revision. Each lesson will take between 45 to 60 minutes. *Reward* is designed to be very flexible in order to meet the requirements of learners.

The two **Class cassettes** contain the recorded material used in the Student's Book.

The Practice Book has forty practice lessons corresponding to the forty teaching lessons in the Student's Book. The activities are designed for self-access work and can be easily used to provide extra practice for the language presented in the Student's Book, either in the class or as self-study material. Each lesson will take between 40 and 60 minutes to do.

The **Practice Book cassettes** contain all the listening and sounds work in the Practice Book.

The Resource Pack provides extra teaching material to practise the main language points of the teaching lessons. Each pack contains a wide variety of communicative practice activities in the form of photocopiable worksheets with step-by-step Teacher's Notes on the back. There is at least one activity for each lesson in the Student's Book and the activities can be used to extend a core teaching lesson of 60 minutes from the Student's Book with an average of 30 minutes of extra material for use in the classroom. They can also be used to revise specific structures, language or vocabulary later in the course.

As well as step-by-step Teacher's Notes for each activity, each Resource Pack includes an introduction which explains how to use the worksheets and offers tips on how to get the most out of the activities.

The **Teacher's Book** contains a presentation of the course design, methodological principles, and detailed teaching notes. There are four photocopiable tests. The teaching notes for each lesson include a step-by-step guide to teaching the lesson, a discussion of some of the difficulties the learners may encounter, and more detailed methodological issues arising from the material presented.

Course design

The course design is based on a broad and integrated multi-syllabus approach. It is broad in the sense that it covers grammar and language functions, vocabulary, reading, listening, speaking, writing, and sounds explicitly, and topics, learner training and socio-cultural competence implicitly. It is integrated in that each strand of the course design forms the overall theme of each lesson. The lessons always include activities focussing on grammar and language functions, and vocabulary. They will also include reading, listening, speaking, writing, and sounds. The inclusion of each strand of the syllabus is justified by its communicative purpose within the activity sequence. The methodological principles and approaches to each strand of course design are discussed below.

Methodological principles

Here is an outline of the methodological principles for each strand of the course design.

Grammar and language functions

Many teachers and learners feel safe with grammar and language functions. Some learners may claim that they want or need grammar, although at the same time suggest that they don't enjoy it. Some teachers feel that their learners' knowledge of grammar is demonstrable proof of language acquisition. But this is only partly true. Mistakes of grammar are more easily tolerated than mistakes of vocabulary, as far as comprehension is concerned, and may be more acceptable than mistakes of socio-cultural competence, as far as behaviour and effective communication is concerned. *Reward* attempts to establish grammar and language functions in their pivotal positions but without neglecting the other strands of the multi-syllabus design.

Vocabulary

There are two important criteria for the inclusion of words in the vocabulary boxes. Firstly, they are words which the beginner should acquire in order to communicate successfully in a number of social or transactional situations. Secondly, they may also be words which, although not in Threshold Level, are generated by the reading or listening material and are considered suitable for beginner level. However, an overriding principle operates: there is usually an activity which allows learners to focus on and, one hopes, acquire the words which are personally relevant to them. This involves a process of personal selection or grouping of words according to personal categories. It is hard to acquire words which one doesn't need, so this approach responds to the learner's individual requirements and personal motivation. *Reward* Starter presents approximately 450 words in the vocabulary boxes for the learner's active attention, but each learner must decide which words to focus on.

Reading

The reading passages are generally at a higher level than one might expect for learners at beginner level. Foreign language users who are not of near-native speaker competence are constantly confronted with difficult language, and to expose the learners to examples of real-life English in the reassuring context of the classroom is to help prepare them for the conditions of real life. There is always an activity or two which encourages the learner to respond to the passage either on a personal level or to focus on its main ideas. *Reward* attempts to avoid a purely pedagogical approach and encourages the learner to respond to the passages in an authentic way before using them for other purposes.

Listening

Listening is based on a similar approach to reading in *Reward*. Learners are often exposed to examples of natural, authentic English in order to prepare them for real-life situations in which they will have to listen to ungraded English. But the tasks are always graded for the learners' particular level. Learners at beginner level are often pleased by how much they understand. Furthermore, a number of different native and non-native accents are used in the listening passages, to reflect the fact that in real-life, very few speakers using English speak with British or American standard pronunciation.

Speaking

Many opportunities are given for speaking, particularly in pairs and groupwork. Learners are encouraged to work in pairs and groups, because the number of learners in most classes does not allow the teacher to give undivided attention to each learner's English. In these circumstances, it is important for the teacher to evaluate whether fluency or accuracy is the most important criterion. On most occasions in *Reward* Starter speaking practice in the *Grammar* sections is concerned with accuracy, and in the *Speaking* sections with fluency. In the latter case, it is better not to interrupt and correct the learners until after the activity is ended.

Writing

The writing activities in *Reward* are based on guided paragraph writing with work on making notes, turning notes into sentences, and joining sentences into paragraphs with various linking devices. The activities are quite tightly controlled; this is not to suggest that more creative work is not valid, but it is one of the responsibilities of a coursebook to provide a systematic grounding in the skill. More creative writing is covered in the Practice Book. Work is also done on punctuation, and most of the writing activities are based on real-life tasks, such as writing letters and cards.

Sounds

Pronunciation, stress and intonation work tends to interrupt the communicative flow of a lesson, and there is a temptation to leave it out in the interests of maintaining the momentum of an activity sequence. In *Reward* there is work on sounds in most lessons, usually just before the stage where the learners have to use the new structures orally in pair or group work. At this level, it seems suitable to introduce the straightforward system of English phonemes, many of which the learners will be able to reproduce accurately because the same phonemes exist in their own language. There are also activities which focus on stress in words and sentences. The model for pronunciation is standard British.

Topics

The main topics in *Reward* Starter include personal identification, house and home, daily life, leisure activities, travel, relations with other people, health, education, shopping, food and drink, geographical location and the environment. On many occasions the words presented in the vocabulary box all belong to a particular word field or topic.

Learner-training

Implicit in the overall approach is the development of learner training to encourage learners to take responsibility for their own learning. Examples of this are regular opportunities to use mono- and bi-lingual dictionaries, ways of organising vocabulary according to personal categories and inductive grammar work.

Cross-cultural training

Much of the material and activities in *Reward* create the opportunity for cross-cultural training. Most learners will be using English as a medium of communication with other non-native speakers, and certainly with people of different cultures. Errors of socio-cultural competence are likely to be less easily tolerated than errors of grammar or lexical insufficiency. But it is impossible to give the learners enough specific information about a culture, because it is impossible to predict all the cultural circumstances in which they will use their newly acquired language competence. Information about *sample* cultures, such as Britain, America, as well as non-native English speaking ones, is given to allow the learners to compare their own culture with another. This creates opportunities for learners to reflect on their own culture in order to become more aware of the possibility of different attitudes, behaviour, customs, traditions and beliefs in other cultures. In this spirit, cross-cultural training is possible even with groups where the learners all come from the same cultural background. There are interesting and revealing differences between people from the same region or town, or even between friends and members of the same family. Exploring these will help the learners become not merely proficient at the language but competent in the overall aim of communication.

Level and progress

The core teaching lessons in the Student's Book may not provide the students with enough practice material to ensure that the given grammar, language functions and vocabulary have been firmly acquired. For these learners, extra practice may be needed and is provided in both the Practice Book (for self-study work) and by the Resource Packs (for classroom work).

Interest and motivation

Another important principle in the course design has been the intrinsic interest of the materials. Interesting material motivates the learners, and motivated learners acquire the language more effectively. The topics have been carefully selected so that they are interesting to adults and young adults, with a focus on areas which would engage their general leisure-time interests. This is designed to generate what might be described as authentic motivation, the kind of motivation we have when we read a newspaper or watch a television programme. But it is obvious that we cannot motivate all learners all of the time. They may arrive at a potentially motivating lesson with little desire to learn on this particular occasion, perhaps for reasons that have nothing to do with the teacher, the course or the material. It is therefore necessary to introduce tasks which attract what might be described as pedagogic or artificial motivation, tasks which would not usually be performed in real life, but which engage the learner in an artificial but no less effective way.

Variety of material and language

Despite the enormous amount of research done on language acquisition, no one has come up with a definitive description of how we acquire either our native language or a foreign language which takes account of every language learner or the teaching style of every teacher. Every learner has different interests and different requirements, and every teacher has a different style and approach to what they teach. *Reward* attempts to adopt an approach which appeals to differing styles of learning and teaching. The pivotal role of grammar and vocabulary is reflected in the material but not at the expense of the development of the skills or pronunciation. An integrated multi-syllabus course design, designed to respond to the broad variety of learners' requirements and teachers' objectives, is at the heart of *Reward's* approach.

RESEARCH

Macmillan Education is committed to continuing research into coursebook development. Many teachers contributed to the evolution of *Reward* through piloting and reports, and we now want to continue this process of feedback by inviting users of *Reward* – both teachers and students – to tell us about their experience of working with the course. If you or your colleagues have any comments, queries or suggestions, please address them to the Publishing Director, International Adult ELT, Macmillan Education, Between Towns Road, Oxford OX4 3PP or contact your local Macmillan representative.

REWARD

REWARD

Starter

Student's Book

Simon Greenall

MACMILLAN HEINEMANN
English Language Teaching

Map of the book

Lesson	Grammar and functions	Vocabulary	Skills and sounds
1 *Hello, I'm Frank* Greeting people you don't know	Asking and saying names	*Hello, goodbye*	**Listening:** listening and matching; word recognition **Sounds:** pronouncing phrases **Reading:** inserting sentences **Speaking:** acting out a conversation
2 *I'm a student* Jobs	The indefinite article *a/an* Talking about jobs	Jobs	**Sounds:** stressing syllables in words **Listening:** listening and reading; ordering sentences **Reading:** reading and matching **Speaking:** acting out conversations
3 *How are you?* Greeting people you know	Greeting people Asking for and saying telephone numbers	Numbers 1-10	**Sounds:** pronouncing and recognising numbers **Listening:** listening and reading; ordering sentences **Reading:** reading telephone numbers **Speaking:** asking and saying telephone numbers
4 *Are you James Bond?* Asking and saying names	Asking and saying names Spelling	The alphabet	**Sounds:** pronouncing the alphabet; spelling names **Listening:** listening and repeating a conversation **Speaking:** acting out a conversation; finding out other people's professions
5 *She's Russian* Talking about where people are from	Saying where people are from Saying what nationality people are	Countries Nationalities	**Sounds:** pronouncing countries and nationalities **Listening:** listening and reading; listening and correcting wrong information **Reading:** reading and matching; completing charts **Writing:** writing sentences about people and their nationalities
6 *Is she married?* Asking and giving personal information	*Yes/no* questions and short answers	Numbers 11-20 Personal information	**Sounds:** pronouncing and recognising numbers **Listening:** listening and following a conversation; putting sentences in the right order **Writing:** copying and completing a membership form
7 *How old is he?* Talking about ages	Asking and saying how old people are Present simple (review)	Numbers 21-100	**Sounds:** pronouncing and recognising numbers **Listening:** listening and matching; listening and noting down personal information **Writing:** writing a poster of someone famous
8 *His favourite car is a Porsche* Talking about favourite people and things	*Who* and *what* Possessive adjectives: *my, your, his, her*	Favourite people and things	**Sounds:** pronouncing words; pronouncing questions **Listening:** listening and reading **Reading:** reading and answering a questionnaire **Listening:** listening and answering questions **Writing:** writing questions **Speaking:** talking about favourite people and things
9 *We're twins* Common interests	Present simple: *we're, you're, they're* Plurals	Words for people and their relationship to each other, eg *friend, twin, brother*	**Reading:** inserting sentences; reading and correcting wrong information **Listening:** listening and following a conversation
10 *What are these?* Finding out what the word for something is	Asking and saying what things are *This, that, these* and *those*	Personal possessions Loan words	**Sounds:** pronouncing words; /æ/, /ɒ/, /ɪ/ **Listening:** listening and reading **Speaking:** asking and saying what things are in the classroom; playing *Word Bingo*
Progress check lessons 1-10	Revision	Word categories quiz	**Sounds:** /æ/, /e/, /əɪ/; stressing syllables in words; stressing words in sentences **Listening:** listening to a song - *Rock around the clock*

Lesson	Grammar and functions	Vocabulary	Skills and sounds
11 How much are they? The price of clothes and other items	Talking about prices Position of adjectives The definite article *the*	Clothes Money	**Sounds:** stressing words in sentences **Listening:** listening and correcting a conversation; listening for specific information to complete a chart **Speaking:** comparing prices
12 Where are Jane's keys? Personal possessions	Prepositions of place: *in, on, under* Possessive *'s*	Personal possessions Furniture: *table, chair*	**Sounds:** pronouncing words **Listening:** listening and matching **Speaking:** asking and saying where things are **Writing:** writing sentences saying where things are in a picture
13 We've got three children Talking about families	*Have got* Possessive adjectives: *our, your, their*	Members of the family	**Reading:** reading and matching; completing a chart **Listening:** inserting sentences **Sounds:** /ə/ **Speaking:** talking about families; completing a chart
14 She's got fair hair and blue eyes Appearance and character	Talking about appearance and character *Has got*	Adjectives to describe appearance and character Colours Modifiers: *quite, very*	**Speaking:** describing people **Listening:** listening and following a conversation **Reading:** completing charts; reading and matching **Writing:** writing about your family
15 Stand up! Instructions in the classroom	Imperatives	Features of a room Personal possessions	**Listening:** listening and following instructions **Sounds:** /əʊ/; stressing words in sentences; pronouncing instructions **Reading:** reading and checking comprehension **Writing:** writing instructions for a Students' Charter
16 We live in a flat in Florence Where people live and work	Present simple: regular verbs *I, we, you, they* Prepositions of place: *in, to*	Places where people live and work	**Sounds:** pronouncing words; /æ/, /əʊ/, /ɒ/, /uː/, /ɪ/, /ɜː/ **Reading:** reading and matching **Listening:** listening and checking **Reading:** reading and answering a game *What's my name?* **Writing:** writing your own *What's my name?*; writing about where you live
17 What's the time? Meal times in different countries	Telling the time (1) Present simple: *have* Prepositions of time: *at, in*	Meals Times of the day: hours	**Listening:** listening and reading **Reading:** reading and completing a chart **Speaking:** talking about when people around the world have meals
18 I don't like Monday mornings Weekly routines	Present simple: negatives Preposition of time: *on*	Days of the week Routine activities	**Sounds:** pronouncing days of the week; pronouncing expressions of time **Reading:** reading and matching **Listening:** listening and reading **Writing:** writing about weekly routines **Speaking:** talking about weekly routines
19 Do you like running? Likes and dislikes	*Yes/no* questions and short answers	Sports	**Sounds:** pronouncing words **Listening:**: completing a chart; putting sentences in the right order **Writing:** completing a conversation **Speaking:** finding people who like and don't like sports
20 She likes her job Daily routines	Telling the time (2) Present simple: *he, she, it*	Times of the day: *quarter past/to, half past* Routine activities	**Speaking:** talking about routine activities; deducing information about someone **Reading:** reading and matching; reading and completing sentences **Listening:** listening and checking; listening for specific information **Writing:** writing a paragraph about two people's daily routines
Progress check lessons 11-20	Revision	Word categories quiz	**Sounds:** /ɑː/, /ʌ/, /ɜː/, /eə/; stressing syllables in words; stressing words in sentences **Listening:** listening to a song - *Three Little Birds*

с 9 по 20
Mary - 12 units ← 6 months (2 hours x 2 times per week) = 4 hours per week
Rom - 1 → 26 (1 hour x 3 times per week) = 2 hours per week
март 2012 - 26.10.12 октябрь 2012 8 месяцев

Lesson	Grammar and functions	Vocabulary	Skills and sounds
21 *Does she go to work by boat?* Transport in cities	*He, she, it* *Yes/no* questions and short answers *By*	Means of transport	**Sounds:** pronouncing words and sentences; /eɪ/, /əʊ/, /ɑː/, /aɪ/, /ʌ/, /ɔː/, /æ/ **Reading:** reading and completing a chart **Listening:** listening and completing a chart **Speaking:** acting out conversations; completing a questionnaire on how people get to work
22 *What do they eat in Morocco?* Food and drink in different countries	Present simple: *Wh-*questions	Food and drink Food from different countries	**Reading:** reading and matching; completing a chart **Listening:** listening and checking **Writing:** writing a paragraph about food and drink **Speaking:** talking about food and drink
23 *I don't like lying on the beach* Holiday activities	*Like + ing* Present simple: negatives	Holiday activities	**Reading:** reading and checking comprehension **Listening:** listening and completing a chart **Speaking:** asking and answering questions about holidays **Writing:** writing about your partner's holiday
24 *There's a telephone in the hall* Homes	*There is/are* *Any*	Rooms of the house Furniture	**Sounds:** pronouncing words **Reading:** reading and checking comprehension **Listening:** listening to a commentary; listening and deducing **Speaking:** describing a room in your house **Writing:** writing a description of a room in your house
25 *I usually have a party* Birthday celebrations	Present simple: adverbs of frequency	Months of the year Ordinal numbers	**Sounds:** pronouncing words **Reading:** reading and answering questions **Listening:** listening and completing a chart **Speaking:** asking and answering questions about birthdays
26 *I can cook* Abilities for jobs	*Can* for ability	Abilities, eg *cook, draw, drive, sing*	**Sounds:** pronouncing the strong and weak form of *can* **Reading:** reading and making notes **Listening:** listening for specific information **Speaking:** acting out a job interview
27 *Can I have a sandwich, please?* Restaurant menus	Talking about food and drink	Food and drink	**Sounds:** pronouncing expressions such as *a cup of tea, a glass of wine* **Listening:** listening and inserting sentences; listening for specific information **Speaking:** acting out conversations in a restaurant
28 *Where's the station?* Finding your way around town	Asking for and giving directions	Shops Directions, eg *go straight ahead, turn left*	**Sounds:** pronouncing words; stressing syllables in words **Listening:** listening and matching; following a route on a map **Reading:** reading and following a route on a map **Writing:** writing a guided tour of your city
29 *He's buying lunch* Times and actions around the world	Present continuous (1)	Words for actions, eg *buy, drive, sit, run*	**Reading:** reading and matching **Sounds:** pronouncing the present continuous **Speaking:** describing what people are doing in a picture and around the world
30 *He isn't having a bath* Talking about what's happening at the moment	Present continuous (2): negatives; questions	Nouns which go with certain verbs, *have, make*	**Reading:** reading and matching **Listening:** listening for specific information **Speaking:** saying the differences between two pictures **Writing:** writing the differences between two pictures
Progress check lessons 21-30	Revision	Identifying parts of speech Verbs and nouns which go together Word categories quiz	**Sounds:** /əɪ/, /ɪ/, /uː/, /iː/, /ʊ/; stressing syllables in words; stressing words in sentences: contrastive stress **Listening:** listening to a song - *Daniel*

Lesson	Grammar and functions	Vocabulary	Skills and sounds
31 We're going to Australia A visit to Australia	Present continuous (3): future plans	Words for travel	**Reading:** reading and answering questions **Listening:** listening and checking; listening for specific information **Speaking:** planning a trip to somewhere special
32 Let's go to the cinema Entertainment	Making suggestions Accepting and refusing Talking about the cinema and theatre	Places and forms of entertainment	**Listening:** listening and checking **Sounds:** using suitable intonation; stressing words in sentences **Speaking:** making, accepting and refusing suggestions to do things in your town
33 Yesterday, I was in Paris Weekends	Past simple (1) *be: was/were* affirmative Expressions of time	Adjectives to describe moods and feelings, such as *happy, cold*	**Listening:** listening and reading **Sounds:** pronouncing the strong and weak forms of *was* and *were*; pronouncing sentences **Reading:** reading and answering questions **Writing:** completing a passage
34 Was she in the kitchen? A murder mystery	Past simple (2): *yes/no* questions and short answers	New words from the murder mystery	**Reading:** predicting, reading and matching **Listening:** listening and checking; completing a chart **Speaking:** talking about the murder mystery
35 They didn't have any computers Technology and household goods in the past	Past simple (3): *had*	Household equipment	**Sounds:** stressing syllables in words **Reading:** reading and completing a chart **Listening:** listening for specific information **Speaking:** talking about an anachronistic picture; talking about inventions and discoveries
36 We listened to the radio Childhood	Past simple (4): regular verbs	Expressions of past time	**Reading:** reading and matching; correcting sentences **Sounds:** pronouncing the endings of regular verbs **Listening:** listening for specific information **Writing:** writing sentences about yourself ten years ago
37 Picasso didn't live in Spain The life of Pablo Picasso	Past simple (5): negatives	Verbs to describe the life of Picasso	**Reading:** predicting; reading and checking **Sounds:** stressing words in sentences: contrastive stress **Speaking:** talking about the life of a famous person **Writing:** writing about the life of a famous person
38 Did you take a photograph? Animal mysteries	Past simple (6): *yes/no* questions and short answers	Animals	**Reading:** inserting sentences **Listening:** listening and checking **Sounds:** using suitable intonation for questions **Reading:** reading and answering questions; predicting a story
39 We went to New York! A visit to New York	Past simple (7): questions; irregular verbs	Paper documents, such as *bills, ticket, receipts*	**Sounds:** pronouncing words **Listening:** listening and reading **Reading:** reading and answering questions **Writing:** completing a letter; writing about a visit **Speaking:** checking information
40 The end of the world? A short story	Tense review: present simple, present continuous, past simple	New words from *The end of the world?*	**Reading:** reading and answering questions **Listening:** listening and checking **Speaking:** predicting the end of the story
Progress check lessons 31-40	Revision	Different ways of recording vocabulary Survival vocabulary Word categories quiz	**Sounds:** /ɪ/, /iː/, /ɒ/, /ʊ/ and /ɔː/ **Listening:** listening to a song – *Yesterday*

The end

Classroom language





Answer

Point

Work in pairs

Complete

Ask

Copy

Repeat

Correct

Act

Count

Match

Number

Put in order

Turn to page

Translate

1 *Hello, I'm Frank*

Asking and saying names

LISTENING AND READING

1 Match the conversations with the photos.

A **FRANK** Hello, I'm Frank. What's your name?
SARAH Hello, Frank. I'm Sarah.

B **KATE** Goodbye Pete!
MIKE Goodbye!

Now listen and read.



1



2

2 Listen and match.

Anna	David
Tony	Steve
Judy	Jane

3 Read and match.

Hello, I'm Anna. What's your name?	Hello, Tony. I'm Jane.
Hello, I'm Tony. What's your name?	Hello, Judy. I'm Steve.
Hello, I'm Judy. What's your name?	Hello, Anna. I'm David.

Now listen again and check.

VOCABULARY AND SOUNDS

1 Listen and repeat.

hello goodbye

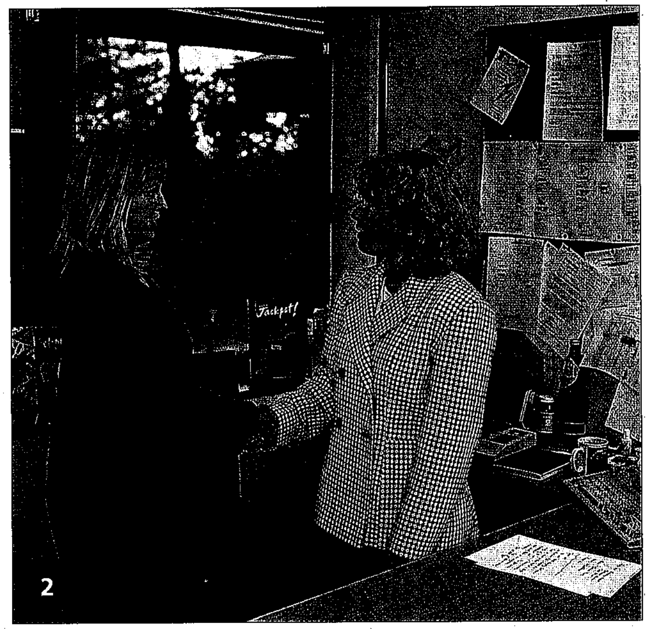
2 Listen and repeat.

name your name What's your name?
Hello, what's your name?
Frank I'm Frank.
Hello, what's your name?
Judy I'm Judy. Hello, I'm Judy.
Goodbye, Judy!





1



2

FUNCTIONS

> **Asking and saying names**
> *What's your name?*
> *(= What is your name?)*
> *I'm Kate. (= I am Kate.)*

1 Complete.

1 Hello. What's ____ name?
2 ____ John.
3 ____ your name?
4 Hello. I ____ Petra.

1 Hello. What's your name?

2 Write and punctuate.

1 whats your name
2 im sarah
3 hello im gerry whats your name
4 hello gerry im henry

3 Match the sentences with the speakers in the photos above.

a Hello Val, I'm Katy.
b Hello, Val.
c Hello, I'm Val. What's your name?

4 Ask and say your names.

Hello, I'm ____. What's your name?
Hello, ____. I'm ____.

READING AND SPEAKING

1 Read and complete.

STEVE Hello. What's your name?
SEMA (1) ____
STEVE Hello, Sema.
SEMA (2) ____
STEVE I'm Steve.
SEMA (3) ____

a Hello, Steve.
b What's your name?
c I'm Sema.

2 Work in pairs. Act out the conversation in 1.

3 Find three more words and phrases from this lesson.

X	C	B	N	K	N	H	M	N	H	K	P	O
G	H	J	K	L	G	E	B	K	J	L	A	S
G	G	Q	F	R	S	L	D	Z	X	V	K	L
N	M	K	L	T	H	L	D	F	G	V	I	F
W	H	A	T	S	Y	O	U	R	N	A	M	E
D	Q	B	O	Y	F	D	S	H	J	A	K	C
Y	I	O	P	B	F	G	H	K	D	F	A	U
Q	S	D	G	H	C	V	N	B	G	J	T	L
A	X	C	V	G	B	G	O	O	D	B	Y	E

4 Say goodbye to people at the end of the lesson.

Goodbye, Yildiz. *Goodbye, Frank.*

2 *I'm a student*

The indefinite article *a/an*; talking about jobs



VOCABULARY AND SOUNDS

1 Listen and repeat.

doctor teacher secretary actor
journalist singer student waiter
actress engineer job

2 Listen and match.

Pete	a teacher
José	b doctor
Hillary	c journalist
Maria	d student
Yıldiz	e waiter
Hashimi	f singer
	g secretary
	h actor
	i engineer
	j actress

Pete – c

Now write the four extra jobs.

3 Listen and repeat.

job what's What's your job?
doctor a doctor I'm a doctor.
engineer an engineer
I'm an engineer.

LISTENING

1 Listen and read.

JOSÉ What's your job, Pete?
PETÉ I'm a journalist. What's your job, José?
JOSÉ I'm a doctor.

2 Number the sentences in the right order.

☐ Hillary I'm a secretary. What's your job, Maria?
☐ Maria I'm a teacher.
☐ Maria What's your job, Hillary?

Now listen and check.

GRAMMAR AND FUNCTIONS

The indefinite article *a* and *an*

I'm a waiter. NOT ~~I'm waiter.~~
I'm a doctor. NOT ~~I'm doctor.~~
I'm an actor. NOT ~~I'm a actor~~
I'm an engineer. NOT ~~I'm a engineer.~~

Talking about jobs

What's your job? *I'm a waiter.* (= I am)
I'm a doctor.
I'm an actor.
I'm an engineer.

1 Write *a* or *an*.

1 I'm ____ doctor. 4 I'm ____ actor.
2 I'm ____ student. 5 I'm ____ journalist.
3 I'm ____ engineer. 6 I'm ____ waiter.

2 Write *'s* or *'m*.

1 What____ your job? 3 I ___ a doctor.
2 What ____ your name? 4 My name ____ Bob.

3 Complete.

Hashimi What's ____ job, Yıldiz?
Yıldiz I'm a student. ____ your job, Hashimi?
Hashimi I'm ____ engineer.

4 Answer the questions.

1 What's your name?
2 What's your job?

READING AND SPEAKING

1 Match the sentences with the photos.

a Hello, I'm Jacqueline. I'm a teacher.
b Hello, I'm Philip. I'm a doctor.
c Hello, I'm Angie. I'm a student.
d Hello, I'm Mel. I'm a waiter.

2 The sentences in 1 are true. Correct the conversations below.

Hello, what's your name?
Hello, I'm Philip. What's your name?
I'm Mel. What's your job?
I'm a student. What's your job, Mel?
I'm a doctor.

Hello, what's your name?
Hello, I'm Angie. What's your name?
I'm Jacqueline. What's your job?
I'm a teacher. What's your job, Jacqueline?
I'm a doctor.

3 Work in pairs and act out the correct conversations.

4 Work in pairs and act out your own conversations.



3 *How are you?*

Greeting people; asking for and saying telephone numbers

VOCABULARY AND SOUNDS

1 Listen and repeat.

0 zero (oh)	1 one	2 two	
3 three	4 four	5 five	6 six
7 seven	8 eight	9 nine	10 ten

2 Say.

2 6 9 3 1 8 4
7 10 5 6 3 1

Now listen and check.

3 Complete.

tw_ o_ _ s_ _ ei_ _ _ th_ _ _
se_ _ _ fi_ _ fo_ _ te_ n_ _ _

4 Work in pairs. Say and write numbers.

Student A: (Say) *two*
Student B: (Write) *2*

5 Listen to these telephone numbers.

(tele)phone number

01223 589933 0171 454523
00 44 1 865 774356 01227 654398

6 Say these telephone numbers.

0175 348900 01456 88466
0378 015030 0161 778 4598

Now listen and check. As you listen, repeat the numbers.

LISTENING AND READING

1 Listen and read the conversations.



1

A **FRANK** Hello, Sarah. How are you?
SARAH Hello, Frank. I'm fine, thanks. How are you?
FRANK I'm very well, thank you.



2

B **MIKE** What's your telephone number, Sue?
SUE 0171 589 3245. What's your telephone number, Mike?
MIKE 01993 453298.

2 Number the sentences in the right order.

A
☐ I'm fine, thanks.
☐ Hello, Michiko. I'm very well, thanks. How are you?
☐ Hello, Joan. How are you?

B
☐ 01967 328123.
☐ Goodbye.
☐ 0134 521 3987. What's your telephone number, Pete?
☑ Kate, what's your telephone number, please?
☐ Thank you. Goodbye, Pete.

Now listen and check.

FUNCTIONS

> **Greeting people**
> *How are you? I'm fine, thanks. (= I am fine.)*
> *How are you? I'm very well, thank you. (= I am very well.)*
> **Asking for and saying telephone numbers**
> *What's your telephone number, please?*
> *Oh one seven one eight three seven seven two.*
> **Remember! You say *oh* for *0* in telephone numbers.**

1 Put the words in the right order and make sentences.

1 are you how hello? thanks - informal
2 you fine thank I'm
3 thanks very I'm well
4 your what's number please telephone?

2 Read and complete.

a I'm very well, thank you.
b Hello, Val. How are you?

Hello, Henry.
(1) ____
I'm fine, thanks. How are you?
(2) ____

3 Complete.

____, Pete. How are ____?
Hello, Geoff. I'm ____, thanks. How ____ you?
____ very well, ____ you.

4 Work in pairs. Ask and say. P1<->P2

Hello, (name), how are you?
Hello, (name). I'm fine, thanks. How are you?
I'm very well, thank you.

5 Write in words. oh, one, two

0123 3345 01778 3456
01786 54332 01223 56765
Oh one two three, three three four five

READING AND SPEAKING

1 Read and say the numbers. Say aloud

NAME	TELEPHONE NUMBER
Tim Clark	0161 524 3345
Will Bush	01557 345877
Dan Ford	01287 890992
Anna Green	0181 227 4567
Graham White	01821 778 2695
Jane Smith	00 44 1873 456789

2 Work in pairs. P1<->P2

Student A: Say a number. Recognise the number,
Student B: Say the name. Say the name
Student A: 0181 227 4567.
Student B: Anna Green.

3 Ask and answer with other students.
Complete the chart.

What's your name?
What's your job?
What's your telephone number?

Name	Job	Telephone number
Bertrand	*Student*	*91 23 78 45 67*

4 *Are you James Bond?*

Asking and saying names; spelling



VOCABULARY AND SOUNDS

1 Listen and repeat.

a b c d e f g h i j k l m n o p q r s t u v w x y z A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2 Listen and repeat.

/eɪ/ A H J K /iː/ B C D E G P T V /e/ F L M N X Z /aɪ/ I

/əʊ/ O /uː/ Q U /ɑː/ R

3 Listen and repeat.

spell how How do you spell ... ?

How do you spell James? How do you spell Bond?

How do you spell your name?

4 Work in pairs. Ask and say how you spell the names.

Francesca Yildiz Keiko Xavier Maria

How do you spell Francesca? F-R-A-N-C-E-S-C-A

5 Work in pairs.

Student A: Turn to Communication activity 1 on page 92.

Student B: Turn to Communication activity 15 on page 94.

LISTENING AND SPEAKING

1 Listen and read.

MAN 1	Are you Count Dracula?
MAN 2	Yes, I am.
MAN 1	Thank you. Are you Cleopatra?
WOMAN 1	Yes, I am.
MAN 1	Thank you. Are you Sylvester Stallone?
MAN 3	No, I'm not.
MAN 1	Oh! Are you Frank Sinatra?
MAN 3	No, I'm not. I'm Bond – James Bond.
MAN 1	Ah ha! Mr Bond, thank you very much. Are you Frankenstein?
WOMAN 2	No, I'm not. I'm Morticia.
MAN 1	Morticia. How do you spell Morticia, please?
WOMAN 2	M-O-R-T-I-C-I-A.
MAN 1	Ah, yes, Morticia. Thank you very much.
WOMAN 2	Thank you.

2 Work in pairs. Act out the conversation in 1.

FUNCTIONS

Asking and saying names
Are you Count Dracula? *Yes, I am.* NOT ~~*Yes, I'm.*~~
Are you Frank Sinatra? *No, I'm not. (= No, I am not.)*

Spelling
How do you spell your name? *M-O-R-T-I-C-I-A.*

1 Complete.

Are ___ Philip?
Yes, I ____. Are you Michael?
No, ____ not.
What___ your ____?
My ____ Oonagh.
How do you ____ Oonagh?
O-O-N-A-G-H.

2 Put the words in the right order and make sentences.

1 you Yildiz are?
2 I'm no not.
3 your name what's?
4 Chris my name's.
5 you are Thomas?
6 yes am I.

3 Work in pairs. Ask and say.

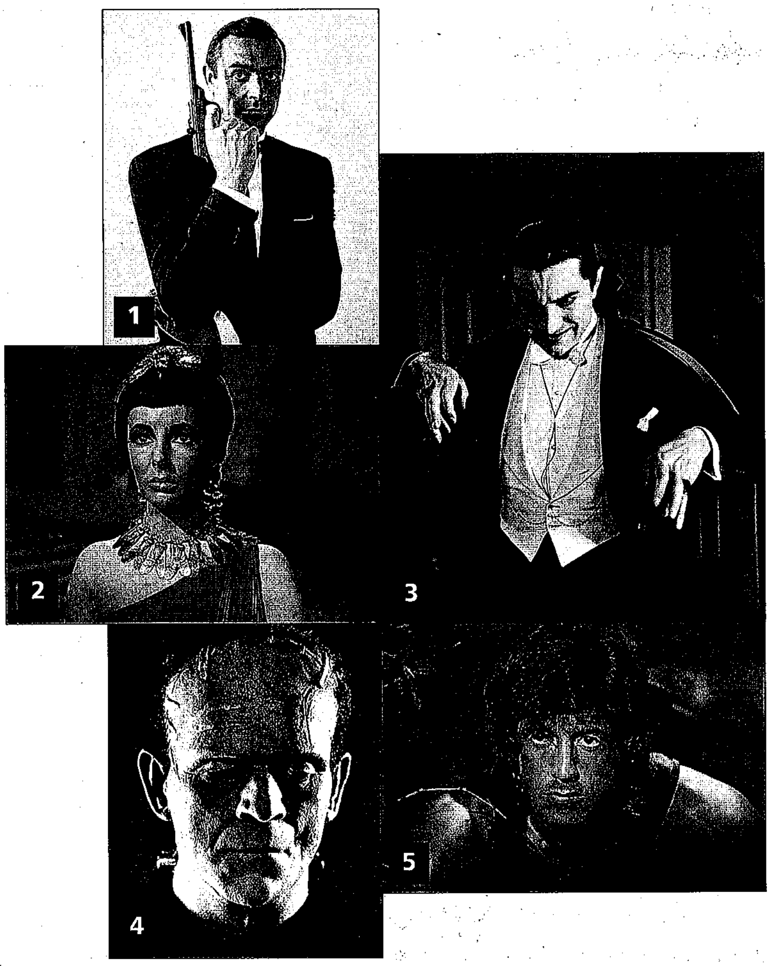
Are you Marco?
No, I'm not. I'm (name). Are you (name)?
Yes, I am.
How do you spell (name)?
(Spell your name).

LISTENING AND SPEAKING

1 Listen and take dictation.
Now match the names and the photos.

2 Choose a character. Work in pairs and act out the conversation.

Are you Rambo? *No, I'm not.*
Are you James Bond? *Yes, I am.*



3 Work in groups of four.

Student A: Turn to Communication activity 2 on page 92.
Student B: Turn to Communication activity 16 on page 95.
Student C: Turn to Communication activity 26 on page 97.
Student D: Turn to Communication activity 40 on page 100.

4 Work together and ask questions to find out who the other students are and what their jobs are.

Name	Henry Schwarzkopf Fiona Pink Dave Dingle Mike Handy Fifi Lamour Tom James Frank Fearless Adam Hackett
Job	actress doctor teacher singer student actor journalist engineer

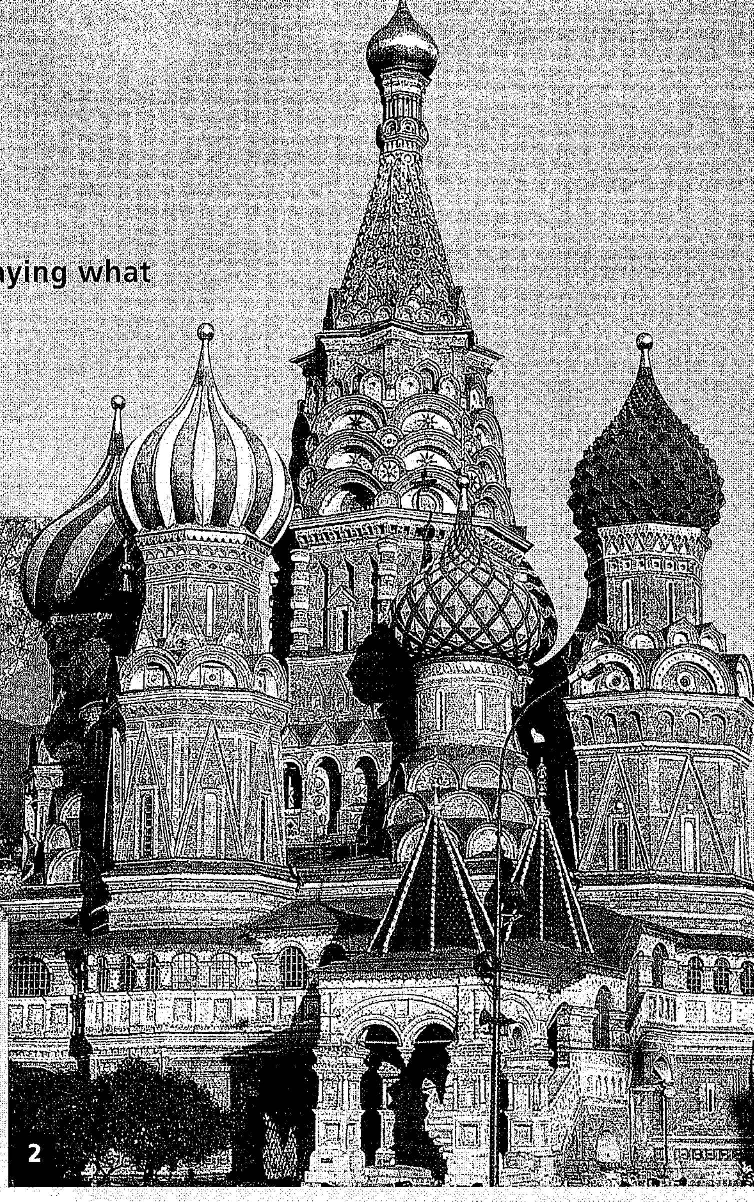
Are you Henry Schwarzkopf? *No, I'm not.*
Are you an actress? *Yes, I am.*

The first person to find out all the names and the jobs is the winner.

5 She's Russian

Saying where people are from; saying what nationality people are


1


2

VOCABULARY AND SOUNDS

1 Match the correct countries with the photos.

the United States of America Britain Turkey Italy Brazil Russia Japan Thailand

2 Listen and repeat.

Thailand the United States of America
Britain Turkey Italy Brazil Russia Japan

3 Count the syllables.

□ □	□ □	□□□	□□ □ □
Thailand	Japan	Italy	America
□ □	□ □	□ □	□ □
Britain	Brazil	Turkey	Russia

Now listen and repeat.

4 Read.

country nationality

Britain is a *country*. British is a *nationality*.

5 Match *country* and *nationality*.

American Japanese Italian Brazilian Thai British Turkish Russian

American – the USA

Now listen and check. As you listen, repeat the words.

6 Write your country and nationality.

LISTENING AND READING

1 Listen and read.

A Steve Forrest is a doctor. He's British and he's from London.

B Henry Fuller is American. He's a waiter and he's from New York.

C Silvia Soares is from Rio. She's Brazilian and she's a student.

2 Complete.

Name	*Steve Forrest*					
Nationality						
Job						
From						

3 Listen and underline anything which is different.

'Hello, I'm Olga Maintz. I'm a secretary. I'm Russian and I'm from Moscow.'

'Hi! I'm Mustafa Polat. I'm Turkish and I'm an actor. I'm from Ankara.'

'Hello! I'm Patrizio Giuliani. I'm from Rome. I'm Italian and I'm a teacher.'

4 Complete the chart with the information you heard in 3.

FUNCTIONS

Saying where people are from

I'm from Bangkok. (= I am)
He's from London. (= He is)
You're from Rome. (= You are)
She's from Rio. (= She is)

Saying what nationality people are

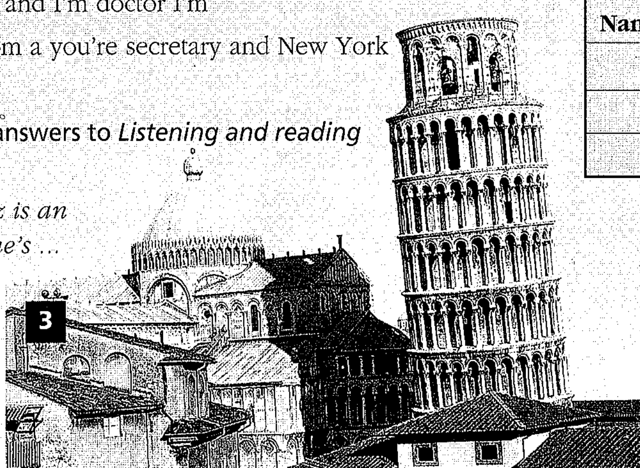
I'm Thai.	*He's British.*
You're Italian.	*She's Brazilian.*

1 Put the words in the right order and make sentences.

1 from Paris he's French and he's
2 Italian she's from Rome she's and
3 he's and teacher Thai he's a
4 I'm and actor from London an I'm
5 a Russian and I'm doctor I'm
6 you're from a you're secretary and New York

2 Write your answers to *Listening and reading* activity 3.

Olga Maintz is an engineer. She's ...



3 Work in pairs.

Student A: Say where you're from.
Student B: Say what nationality Student A is.

I'm from Rome. You're Italian.

WRITING AND SPEAKING

1 Complete the chart and write sentences.

Person	**Nationality**	**Country**
Pele	Brazilian	Brazil
Diana, Princess of Wales		
Pavarotti		
Cher		

Pele is Brazilian. He's from Brazil.

2 Work in groups of three.

Student A: Turn to Communication activity 3 on page 92.
Student B: Turn to Communication activity 10 on page 93.
Student C: Turn to Communication activity 22 on page 96.

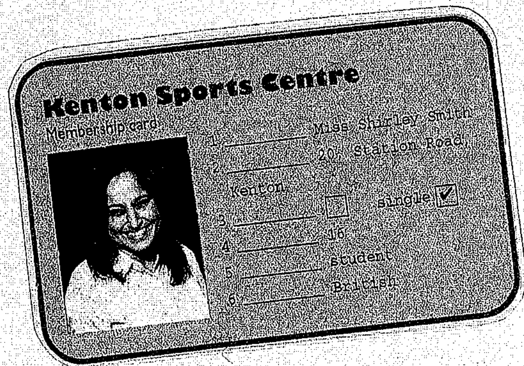
3 Work together and complete the chart.

Name	**Nationality**	**Job**	**From**

6 *Is she married?*

Yes/no questions and short answers





VOCABULARY AND SOUNDS

1 Listen and repeat.

11	eleven	16	sixteen
12	twelve	17	seventeen
13	thirteen	18	eighteen
14	fourteen	19	nineteen
15	fifteen	20	twenty

2 Say.

11 14 18 13 20 19 15
16 11 17 12 18 20

Now listen and check.

3 Listen and tick.

1 ☐ 6 ☐ 11 ☐ 16 ☐
2 ☐ 7 ☐ 12 ☐ 17 ☐
3 ☐ 8 ☐ 13 ☐ 18 ☐
4 ☐ 9 ☐ 14 ☐ 19 ☐
5 ☐ 10 ☐ 15 ☐ 20 ☐

4 Now play *Numbers Bingo*.

Numbers Bingo

1. Complete the chart with numbers from 1 – 20
2. Work in groups of four or five. One of you says numbers from 1 – 20.
3. Tick (✔) the numbers in your chart if they are there.
4. Are there five ticks (✔) in a line? Yes? Say *Bingo*!

5		13		8
	7			
			12	

5 Complete Shirley Smith's card with these words.

name married nationality job address age

LISTENING AND WRITING

1 Listen and read.

Is Shirley Smith from Kenton?
\+ Yes, she is.
Is she married?
– No, she isn't. She's sixteen.
Is she a student?
\+ Yes, she is.
And she's British?
\+ Yes. Act out →

2 Number the sentences in the right order.

7 ☒ And is he British? 7–
8 ☐ No, he isn't. He's American.
1 ☒ Is Ken Stanwell from Kenton? 1
2 ☐ Yes, he is. +
3 ☒ Is he married? 3+
6 ☐ Yes, he is.
4 ☐ No, he isn't. He's seventeen.
5 ☒ Is he a student? 5+

Now listen and check.

3 Copy and complete the Membership card for Ken Stanwell.

GRAMMAR

Yes/no questions and short answers

Are you Italian?	*Yes, I am.*	*No, I'm not.*
Is he from Rome?	*Yes, he is.*	*No, he isn't.*
Is she married?	*Yes, she is.*	*No, she isn't.*
Is your name Dave?	*Yes, it is.*	*No, it isn't.*

1 Match the questions and answers.

1 Are you English? a Yes, he is.
2 Is Ken Stanwell from Kenton? b Yes, she is.
3 Is Ken Stanwell married? c No, she isn't.
4 Is Shirley Smith from Kenton? d Yes, it is.
5 Is Shirley Smith married? e No, I'm not.
6 Is a Fiat Panda Italian? f No, he isn't.
7 Is a Mercedes Brazilian? g No, it isn't.

2 Work in pairs and act out the conversations in *Listening and writing* activities 1 and 2.

3 Listen and put a tick (✔) or a cross (✘).

	Jane	Anna	Sema	Kazuo	Steve
Married	✔	✘			

4 Match the questions and answers.

1 Is Jane married? a Yes, she is.
2 Is Kazuo married? b No, she isn't.
3 Is Anna married? c Yes, he is.
4 Is Steve married? d No, she isn't.
5 Is Sema married?

5 Work in pairs. Check 4.

Is Jane married? *Yes, she is.*
Is Anna married? *No, she isn't.*

6 Tick (✔) the correct sentence.

1 Are you married? a Yes, I'm. b Yes, I am.
2 Is she a secretary? a Yes, she is. b Yes, she's.
3 Is he from Rio? a Yes, he is. b Yes, it is.
4 a Is she Japanese? No, she isn't.
b Are she Japanese? No, she isn't.

SPEAKING AND LISTENING

1 Work in pairs. Write six questions about another student and ask and answer.

Is Kazuo Japanese? *Yes, he is./No, he isn't.*

Now check your answers.

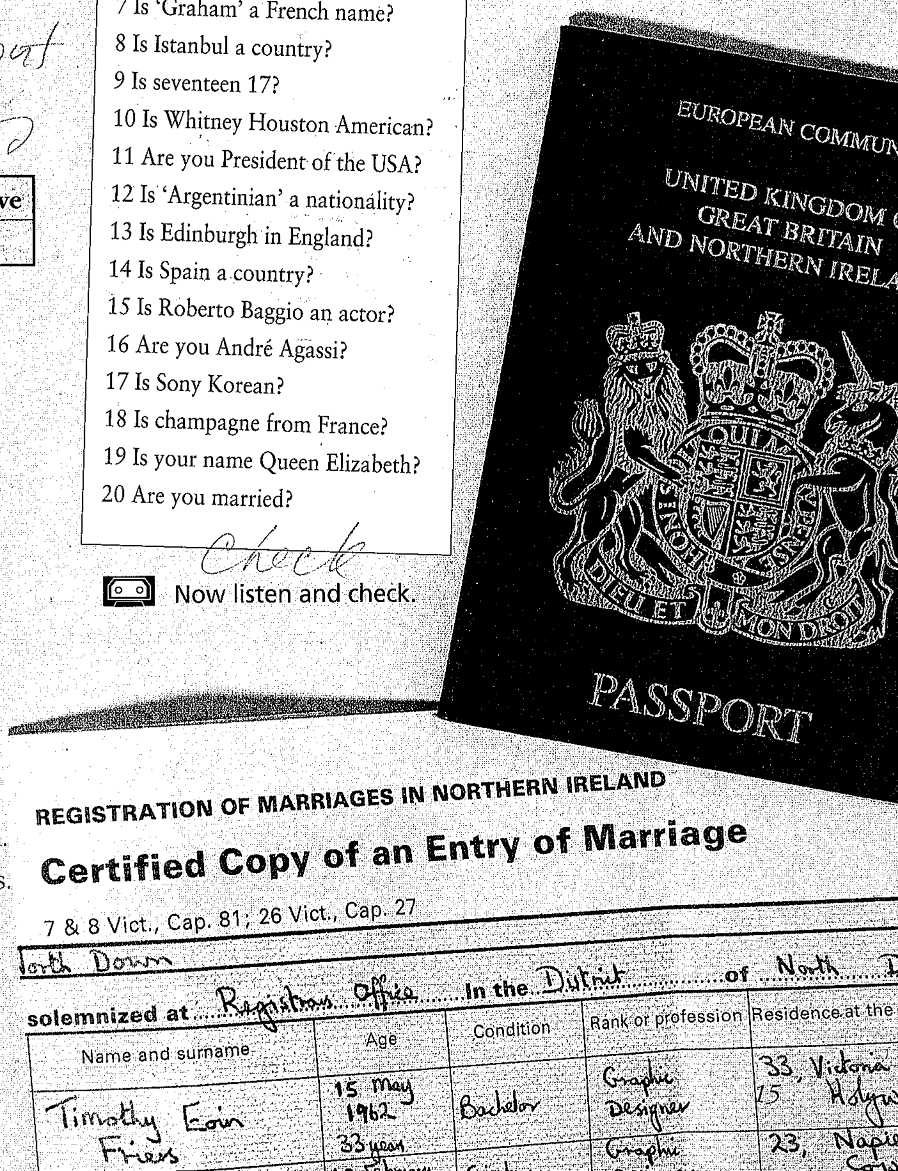
Are you Japanese, Kazuo? *Yes, I am.*

2 Work in pairs. Ask and answer.

PLAY 20 QUESTIONS!

1 Is Bill Clinton an engineer?
2 Is Tom Cruise an actor?
3 Is pizza from Italy?
4 Is 'doctor' a job?
5 Is San Francisco in the United States?
6 Are you from Japan?
7 Is 'Graham' a French name?
8 Is Istanbul a country?
9 Is seventeen 17?
10 Is Whitney Houston American?
11 Are you President of the USA?
12 Is 'Argentinian' a nationality?
13 Is Edinburgh in England?
14 Is Spain a country?
15 Is Roberto Baggio an actor?
16 Are you André Agassi?
17 Is Sony Korean?
18 Is champagne from France?
19 Is your name Queen Elizabeth?
20 Are you married?

Now listen and check.



7 How old is he?

Asking and saying how old people are; present simple (review)



VOCABULARY AND SOUNDS

1 Listen and repeat.

21	twenty-one	30	thirty
22	twenty-two	31	thirty-one
23	twenty-three	40	forty
24	twenty-four	50	fifty
25	twenty-five	60	sixty
26	twenty-six	70	seventy
27	twenty-seven	80	eighty
28	twenty-eight	90	ninety
29	twenty-nine	100	one hundred

2 Listen and repeat.

□□ thirteen fourteen fifteen sixteen
□□□ seventeen
□□ eighteen nineteen
□□ thirty forty fifty sixty
□□□ seventy
□□ eighty ninety

3 Listen and tick.

13	□	30	□
14	□	40	□
15	□	50	□
16	□	60	□
17	□	70	□
18	□	80	□
19	□	90	□

4 Match.

15	ninety-three
67	fifteen
93	forty-five
45	fifty-four
32	eighty-eight
88	sixty-seven
54	thirty-two

5 Work in pairs.

Student A: Say a number.
Student B: Point to the photo.

LISTENING

1 Listen and match.

1	Tony	19
2	Karen	27
3	Nick	20
4	Sarah	17
5	Jill	23
6	Alex	35

2 Work in pairs and check.

How old is Tony? He's twenty.

GRAMMAR AND FUNCTIONS

Asking and saying how old people are

How old are you?	*I'm thirty-five.*
	I'm thirty-five years old.
How old is he?	*He's nineteen.*
How old is she?	*She's twenty-seven.*

Present simple (review)

Affirmative	Negative	Questions
I'm	*I'm not*	*Am I?*
you're	*you aren't*	*Are you?*
he's	*he isn't*	*Is he?*
she's	*she isn't*	*Is she?*
it's	*it isn't*	*Is it?*

1 Punctuate and write questions and answers.

1 how old are you
2 how old is she
3 how old is he
4 shes twentythree
5 hes thirtyfive
6 im twentytwo.

1 How old are you?

2 Match the questions and answers in 1.

How old are you? *I'm twenty-two.*

3 Match the questions and answers.

1 Is Tony fifty-two?	a Yes, he is.
2 Is Karen thirty-five?	b No, she isn't. She's twenty-three.
3 Is Nick nineteen?	c No, she isn't. She's thirty-five.
4 Is Sarah nineteen?	d No, she isn't. She's twenty-seven.
5 Is Jill eighty-nine?	e No, he isn't. He's twenty.
6 Is Alex seventeen?	

4 Work in pairs. Check 3.

Is Tony fifty-two? *No, he isn't.*

5 Ask and answer about the ages of students in the class.

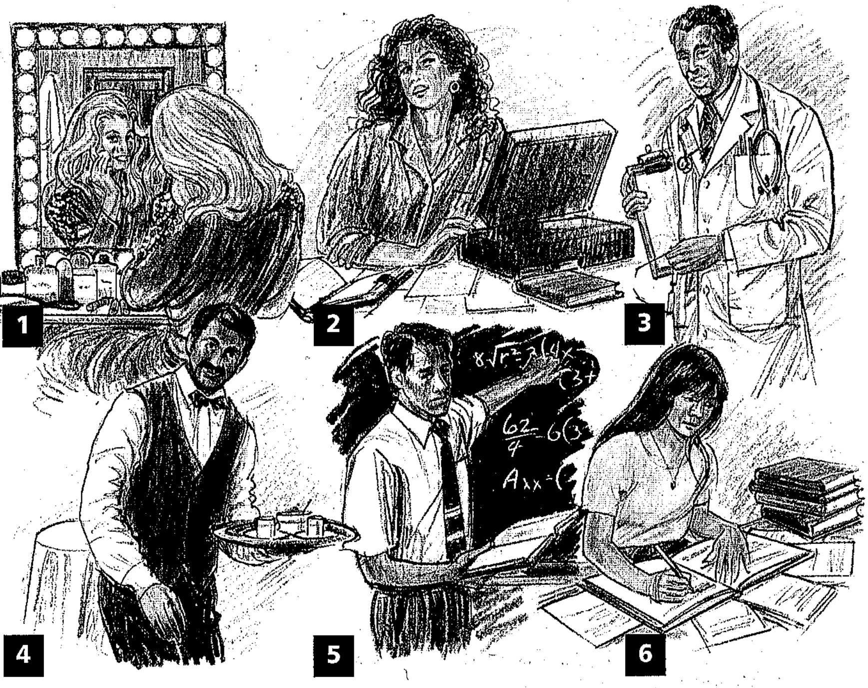
Is Marco thirty? *Yes, he is./No, he isn't.*

LISTENING AND WRITING

1 Listen and match the name with the picture.

Ella Miki Maria Erol Carlos Anant

1 – Ella



2 Work in pairs.

Student A: Talk about the people in the pictures.
Student B: Point to the correct picture.

She isn't married. She's 42.
She's an actress. She's American.

3 Make a poster of someone famous. Write sentences about:

– job
– where he or she's from
– nationality
– if he or she is married
– how old he or she is

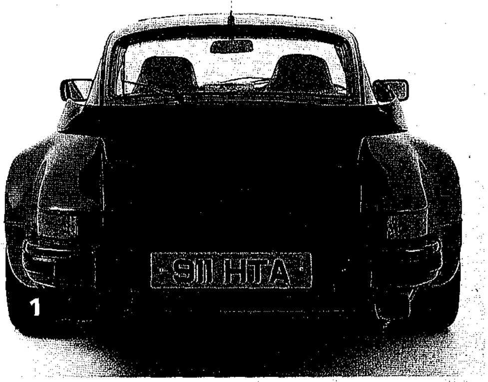
4 Look at the vocabulary boxes in Lessons 1–7. Count the words you know.

5 Work in pairs and check your answers.

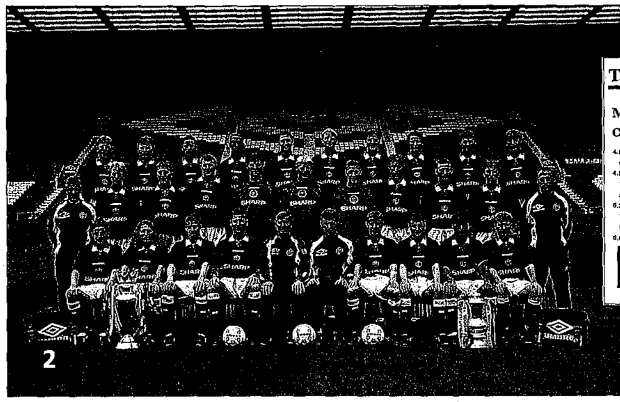
Student A: Say words you know in Lessons 1–7.
Student B: Translate the words Student A says.

8 His favourite car is a Porsche

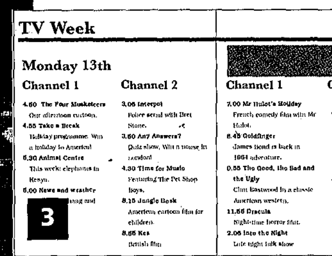
Who** and **what**; possessive adjectives: **my, your, his, her



1



2



TV Week

Monday 13th

Channel 1

4.50 The Four Musketeers

4.55 Take a Break

Holiday programme. Win a holiday to America!

5.30 Animal Centre

This week: elephants in Kenya.

6.00 News and weather

Channel 2

3.05 Interpol

Police serial with Bret Stone.

3.50 Any Answers?

Quiz show. Win a house in London!

4.30 Time for Music

Featuring The Pet Shop Boys.

5.15 Jungle Book

American cartoon film for children.

5.55 Kes

British film

Channel 1

7.00 Mr Hulot's Holiday

French comedy film with Mr Hulot.

8.45 Goldfinger

James Bond is back in 1964 adventure.

9.55 The Good, the Bad and the Ugly

Clint Eastwood in a classic American western.

11.55 Dracula

Night-time horror film.

2.05 Into the Night

Late night talk show

3

READING AND LISTENING

1 Read and answer *Favourite people ... Favourite th*

Favourite people ... Favourite things	
Who's your favourite	singer?
	actor?
	politician?
	actress?
What's your favourite	car?
	group?
	football team?
	TV programme?

2 [cassette] Read and listen.

Samantha Alton is a secretary. She's twenty and she's Birmingham. Her favourite singer is Paul Young and h favourite actor is Sylvester Stallone. Her favourite gro U2 and her favourite TV programme is The Clothes S

Bill Henderson is a student. He's American and he's fi Los Angeles. His favourite politician is Bill Clinton ai favourite actress is Sharon Stone. His favourite car is Mercedes and his favourite American football team is Chicago Bears.

3 Write the questions to Samantha and Bill's answ

Samantha: Who's your favourite singer/actor?

What's your favourite ...?

VOCABULARY AND SOUNDS

1 Match the words with the photos.

group politician football team
TV programme TV presenter car

1 car

телеведущий диктор (commentator, speaker

2 [cassette] Listen and check. As you listen, repeat the words.

3 [cassette] Listen and repeat.

favourite

singer favourite your favourite singer
кто Who's your favourite singer?

car favourite your favourite car
что What's your favourite car?

actor favourite your favourite actor
Who's your favourite actor?

group favourite your favourite group
What's your favourite group?







GRAMMAR

> **Who and what**
>
> *Who's your favourite singer?*
> *Who's your favourite teacher?*
> *What's your favourite car?*
> *What's your favourite TV programme?*
>
> **Possessive adjectives**

	my		*My*	
What's	*your*	*name?*	*Your*	*name's Pat.*
	his		*His*	
	her		*Her*	

1 Complete with *who* or *what*.

1 _______ is your teacher?
2 _______ is your name?
3 _______ is your favourite country?
4 _______ is your address?
5 _______ is fifteen?
6 _______ is your job?

2 Complete.

I	my
you	
he	
she	

3 Write questions using *his/her.*

Samantha's favourite singer
Who's her favourite singer?

Bill's favourite car
What's his favourite car?

1 Bill's favourite American football team
____

2 Samantha's favourite actor
____

3 Samantha's favourite group
____

4 Bill's favourite actress
____

4 Write full answers to the questions in 3.

Samantha: Her favourite singer is Paul Young.
Bill: His favourite car is a Mercedes.

WRITING AND LISTENING

1 Here are some answers. Write the questions.

1 a Porsche ☐
2 Arnold Schwarzenegger ☐
3 Manchester United ☐
4 the Beatles ☐
5 Diana Ross ☐

1 What's your favourite car?

2 Listen to Max and Sally talking about their favourite people and things. Write M for Max and S for Sally by the answers in 1.

3 Work in pairs and check your answers.

His favourite car is a Porsche.
Her favourite actor is ...

4 Work in pairs. Talk about your favourite people and favourite things.

Who's your favourite singer? *Diana Ross.*

5 Tell the rest of the class about your partner's favourite people and things.

His/Her favourite singer is Diana Ross.

9 *We're twins*

Present simple: *we're, you're, they're*; plurals

VOCABULARY AND SOUNDS

1 Match the sentences with the photos.

friend twin neighbour

a 'We're friends.'
b 'We're neighbours.'
c 'We're twins.'



2 Match singular and plural words.

brother sister boy girl man woman

sisters boys girls women brothers men

3 Match the sentences with the photos in 1.

a 'They're girls.' b 'They're men.'
c 'They're women.' d 'They're brothers.'

4 Listen and repeat.

/z/ friends neighbours boys girls brothers sisters twins

READING AND LISTENING

1 Read and complete.

JANE Are you twins?
NICK Yes we are. I'm Nick.
DAVE And I'm Dave.
JANE Are you from London?
NICK/DAVE (1) ____ . We're from Manchester.
JANE How old are you?
NICK/DAVE (2) ____ .
JANE What are your jobs?
NICK/DAVE (3) ____ .
JANE What's your favourite football team?
NICK/DAVE (4) ____ .

a We're twenty-three.
b Manchester United.
c No, we aren't.
d We're students.

2 Work in pairs and check your answers.
Now listen and check.

3 Read the conversation and correct any informat which is wrong.

PAUL Who are they?
JANE They're ... er Steve and Dick.
PAUL Are they from London?
JANE No, they're from, er, ... Liverpool.
PAUL And how old are they?
JANE They're eighteen. They're actors.
Now listen and check.

GRAMMAR

Present simple: *we're, you're, they're*

we're	*(= we are)*	*we aren't*	*(= we are not)*
you're	*(= you are)*	*you aren't*	*(= you are not)*
they're	*(= they are)*	*they aren't*	*(= they are not)*

Plurals

Singular	Plural
brother	*brother**s***
sister	*sister**s***
boy	*boy**s***
girl	*girl**s***
BUT	
woman	*women*
man	*men*

1 Complete with *'m*, *'s* or *'re*.

1 We ____ doctors.
2 They ____ from Manchester.
3 I ____ British.
4 He ____ a student.
5 We ____ fine, thank you.
6 They ____ French.

2 Correct the information in *Reading and listening* activity 3.

They aren't Steve and Dick.
They're Nick and Dave.

3 Work in pairs. Write true sentences with *'re* or *aren't*.

1 We ____ students.
2 We ____ British.
3 We ____ from Bangkok.
4 We ____ seventeen.
5 We ____ friends.
6 We ____ neighbours.

4 Work with another pair and tell them your answers to 3. Then tell the class about each other.

They're students.
They aren't British.

5 Answer the question.

How do you form most plurals?

6 Tick (✔) the correct phrase or sentence.

1 a Two student. b Two students.
2 a Three books. b Three book.
3 a A football team. b A football teams.
4 a My favourite car is a Porsche.
b My favourite cars is a Porsche.
5 a They're doctor. b They're doctors.
6 a We're neighbour. b We're neighbours.

READING AND WRITING

1 Read and complete the chart.



'We're Kasem and Ladda. We're friends. We're Thai and we're from Chiang Mai. We aren't married. We're seventeen and sixteen.'

Names	Kasem and Ladda	Students A and B
Nationality		
From		
Age		

2 Work in pairs. Complete the chart.

We're Kemal and Erol.
We're Turkish.

3 Find someone you have a lot in common with. Tell the class.

We're sixteen. We're from Italy...

10 What are these?

Asking and saying what things are; *this, that, these* and *those*

VOCABULARY AND SOUNDS

1 Listen and repeat.

pen books cassettes clock umbrella watch wallet glasses bag keys

2 Listen and number.

1 – cassettes

3 Work in pairs. Look at the picture. Point and check.

One They're cassettes.

Now listen and check.

4 Read and listen.

/e/ pen cassette French ten men

/ɒ/ clock watch wallet doctor

/ɪ/ this is six

Now say the words.



LISTENING AND SPEAKING

1 Listen and read. Point to the objects.

A What's this?
It's a watch.

B What are these?
They're glasses.

C What's that?
It's an umbrella.

D What are those?
They're books.

2 Ask and say what things are in the classroom.

FUNCTIONS

Asking and saying what things are

What's this?	*It's a watch.*
What's that?	*It's an umbrella.*
What are these?	*They're glasses.*
What are those?	*They're books.*

1 Work in pairs.

Student A: Turn to Communication activity 4 on page 92.

Student B: Turn to Communication activity 17 on page 95.

2 Work in pairs. Ask and say what's in the picture below.

What's this? It's a football.

What's that? It's a television.

VOCABULARY AND SPEAKING

1 Translate. How many words are similar to your language?

sandwich television pizza theatre
football telephone coffee cinema tennis
taxi bus burger video

2 Play *Word Bingo*.

Word Bingo

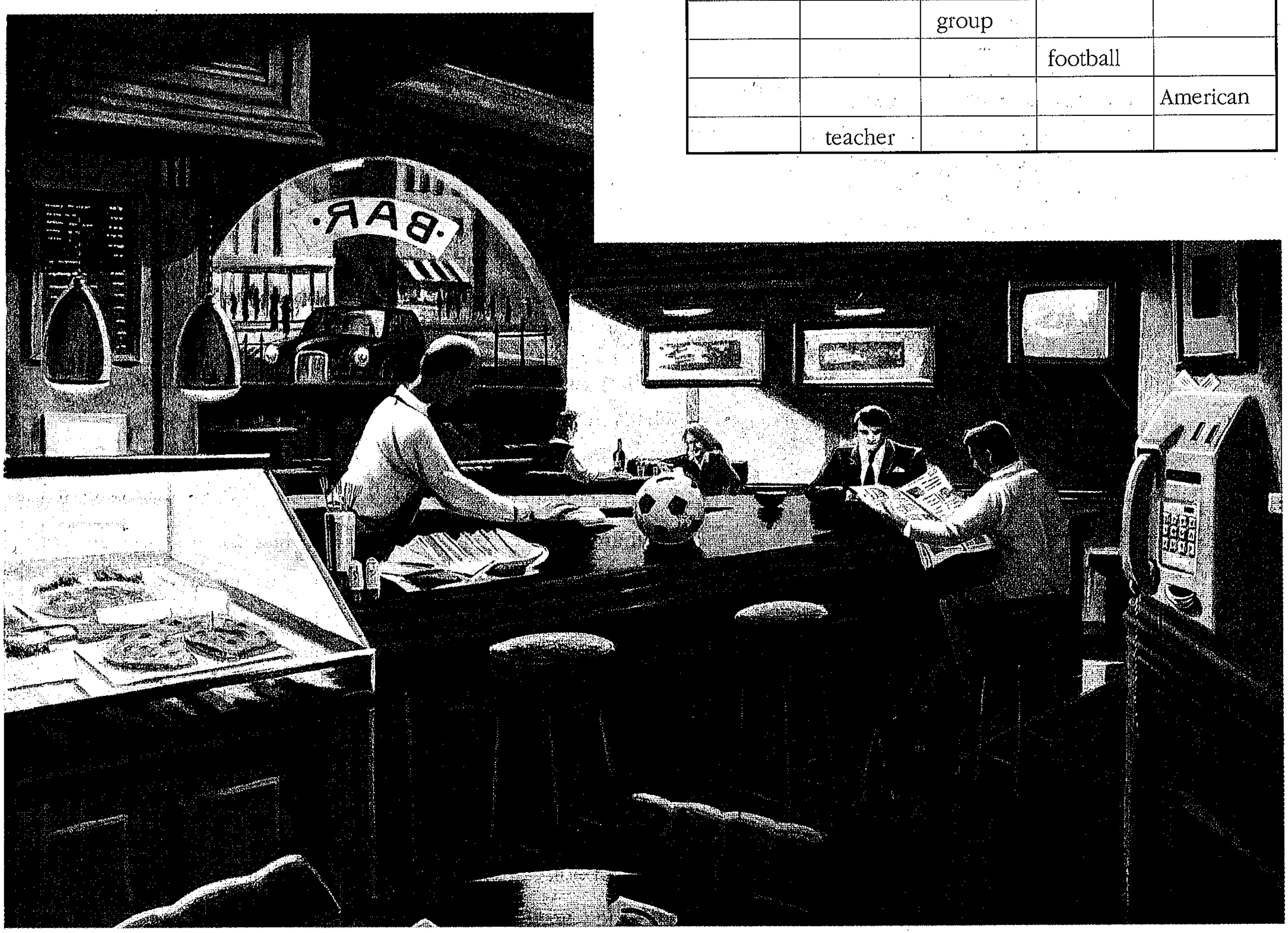
1 Complete the chart with words from Lessons 1 – 10.

2 Work in groups of four or five. One of you says words from Lessons 1 – 10.

3 Tick (✔) the words in your chart if they are there.

4 Are there five ticks (✔) in a line? Yes? Say *Bingo*!

telephone				
		group		
			football	
				American
	teacher			



Progress check 1–10

VOCABULARY

1 Put the words from Lessons 1 – 10 under the following headings: *nationalities, countries, jobs, numbers, family, classroom language.*

Nationalities: American

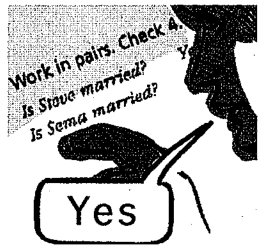
American ask correct sister doctor English fifteen forty journalist brother Japan listen one read student teacher Thai Turkey twenty-four

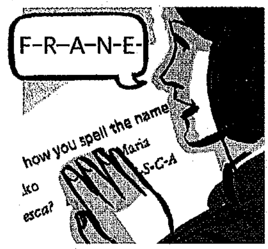
2 Write more words in the columns in 1.

3 Look at the pictures and complete the crossword with classroom words.

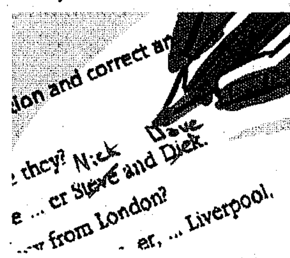
	1			c				
2				l				
			3	a				
				4 s	a	y		
				5 s				
			6	r				
			7 l	o	o	k		
			8 p	o	i	n	t	
		9		m				

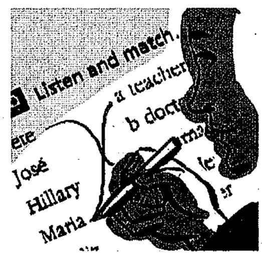
4 Look at the words in Lessons 1 – 10 again. Choose words which are useful to you and write them in your *Wordbank* in the Practice Book.

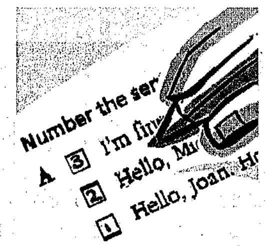
1


5


2


6


3


9


GRAMMAR

1 Match the questions and answers.

1 What's your name?
2 How are you?
3 Are they from London?
4 What's this?
5 Who's your favourite actor?
6 Is she nineteen?
7 What are these?
8 How old are you?
9 What's his job?
10 Are you married?

a No, they aren't.
b They're glasses.
c Sylvester Stallone.
d No, I'm not.
e My name's Steve.
f He's a teacher.
g Fine thanks, how are
h Twenty-seven.
i It's a book.
j Yes, she is.

2 Punctuate.

1 whats her name
2 im very well
3 how do you spell book
4 is this a book
5 my names frank
6 where are you from
7 im from acapulco in n
8 no it isnt

1 What's her name?

3 Tick (✔) the correct sentence.

1 a He's English. ☐
b His English. ☐
2 a His name's Frank. ☐
b He's name's Frank. ☐
3 a What's you're name? ☐
b What's your name? ☐
4 Are you married?
a Yes, I am. ☐
b Yes, I'm. ☐
5 a They're from Mexico. ☐
b Their from Mexico. ☐
6 a We're English. ☐
b Where English. ☐

4 Complete.

1 Is ____ your brother? Yes, he ____.
2 What ____ those? They ____ glasses.
3 Are you English? Yes, we ____.
4 Are ____ French? Yes, they ____.

SOUNDS

1 Listen and repeat.

/æ/ thank taxi actor American
/e/ telephone pen umbrella eleven
/aɪ/ five nine ninety my United

2 Listen and underline the stressed syllable.

Turkey Japan Thailand England seven eleven thirty eighteen hundred cassette umbrella telephone

3 Listen and repeat.

1 What's your name? 3 How old are you?
2 Are you from London? 4 What's your job?

READING AND LISTENING

1 Read the words of the song *Rock around the clock* by Bill Hailey and the Comets. Decide where these sentences go.

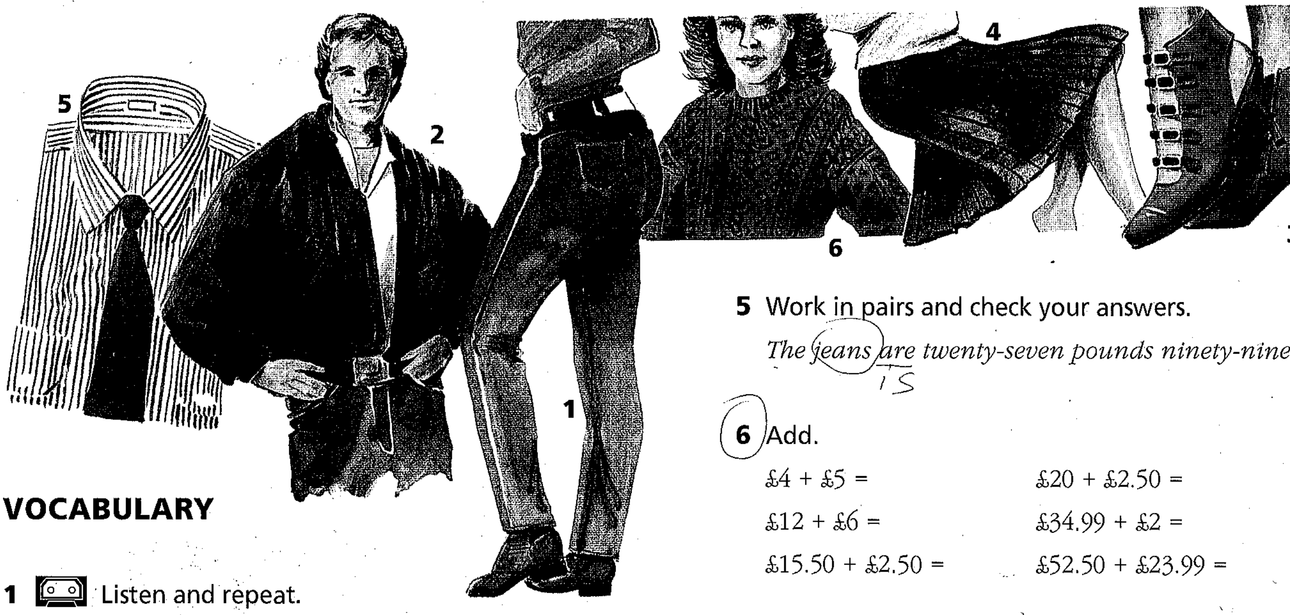
a eight, nine, ten, eleven, too
b twelve
c two, three and four,
d five, six and seven
e Five, six, seven o'clock, eight o'clock rock

One, two, three o'clock, four o'clock rock,
(1) ____
Nine, ten, eleven o'clock, twelve o'clock rock,
We're gonna rock around the clock tonight.
Put your glad rags on and join me hon'
We'll have some fun when the clock strikes one,
Chorus
We're gonna rock around the clock tonight
We're gonna rock, rock, rock til broad daylight
We're gonna rock, gonna rock around the clock tonight.
When the clock strikes (2) ____
If the band slows down, we'll yell for more
Chorus
When the chimes ring (3) ____
We'll be rockin' up in seventh heaven.
Chorus
When it's (4) ____
I'll be going strong and so will you,
Chorus
When the clock strikes (5) ____, we'll cool off, then
Start a rocking round the clock again.
Chorus

2 Listen and check.

11 How much are they?

Talking about prices; position of adjectives; the definite article *the*



VOCABULARY

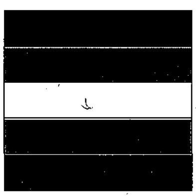
1 Listen and repeat.

jeans jacket shoes skirt shirt sweater

2 Work in pairs. Look at the picture. Point and say.

3 Match the words in the box with the colours below.

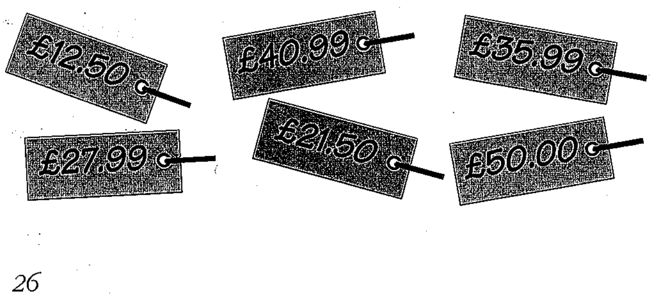
black blue white red green



4 Listen and match the clothes and the prices.

pound pence

Twelve pounds fifty pence = £12.50



5 Work in pairs and check your answers.

The jeans are twenty-seven pounds ninety-nine

6 Add.

£4 + £5 =
£12 + £6 =
£15.50 + £2.50 =
£20 + £2.50 =
£34.99 + £2 =
£52.50 + £23.99 =

7 Work in pairs and check your answers.

LISTENING AND SOUNDS

1 Listen and underline anything which is different.

CUSTOMER	How much are these red shoes?
ASSISTANT	They're £27.50.
CUSTOMER	And how much is that white swea
ASSISTANT	It's £15.
CUSTOMER	How much is this black jacket?
ASSISTANT	It's £50.
CUSTOMER	How much are these blue jeans?
ASSISTANT	They're £35.99.

2 Work in pairs and correct the conversation.

Now listen again and check.

3 Listen and repeat.

How much is this black jacket?
It's fifty pounds.
How much are these blue jeans?
They're thirty-five, ninety-nine.

FUNCTIONS AND GRAMMAR

Talking about prices
How much is this black jacket?
It's fifty pounds. (£50)
How much are these blue jeans?
They're thirty-five, ninety-nine. (£35.99)

Position of adjectives
the blue jacket
the black jeans
the white sweater
NOT ~~the jacket blue~~
NOT ~~the jeans black~~
NOT ~~the sweater white~~

The definite article *the*
How much are the red shoes?

1 Match the sentence with the picture.

a How much are they?
b How much is it?



1



2

2 Work in pairs. Act out the conversation in *Listening and sounds* activity 1.

3 Work in pairs.

Student A: Turn to Communication activity 5 on page 92.

Student B: Turn to Communication activity 18 on page 95.

4 Tick (✔) the correct sentence.

1 a How much are the shoes black?
  b How much are the black shoes?

2 a How much is the white shirt?
  b How much is the shirt white?

3 a How much is the green sweater?
  b How much are the green sweater?

LISTENING AND SPEAKING

1 Say what the objects in the photo are.

2 Listen and complete the chart.

a £30 b £0.35 c £3.50 d £2
e £10 f £40 g £5.99

	Britain	Your country
Big Mac		
Levi jeans		
Nike trainers		
Cola		

Now work in pairs and check your answers.

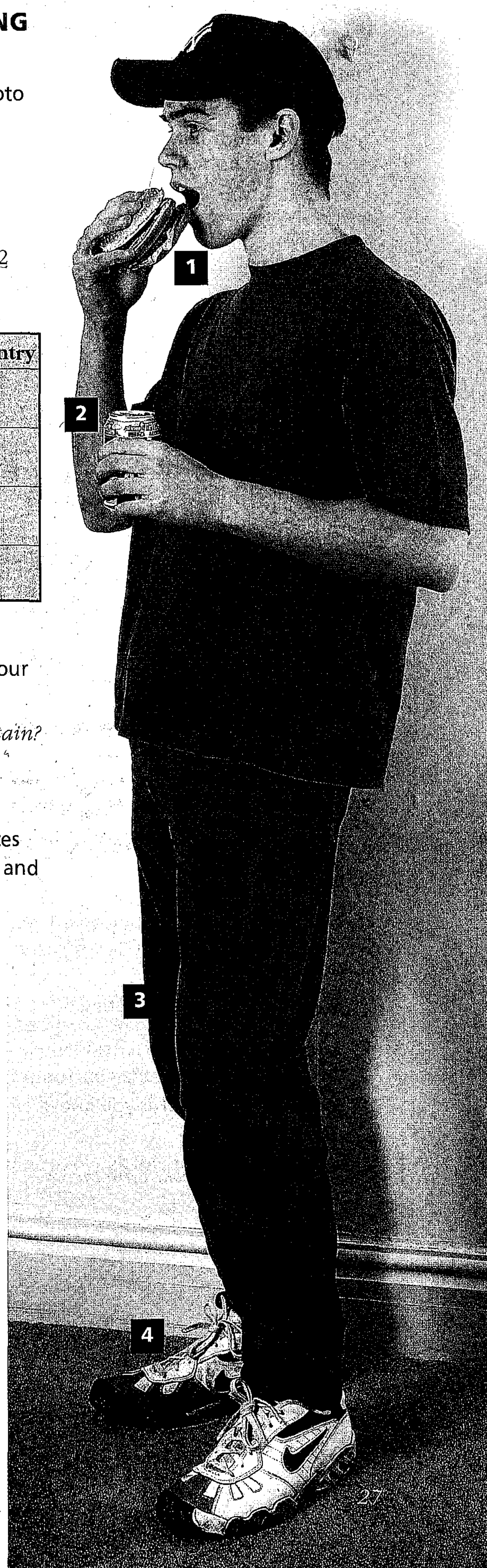
How much is a Big Mac in Britain?

It's …

3 Complete the column with prices for your country. Work in pairs and ask and answer.

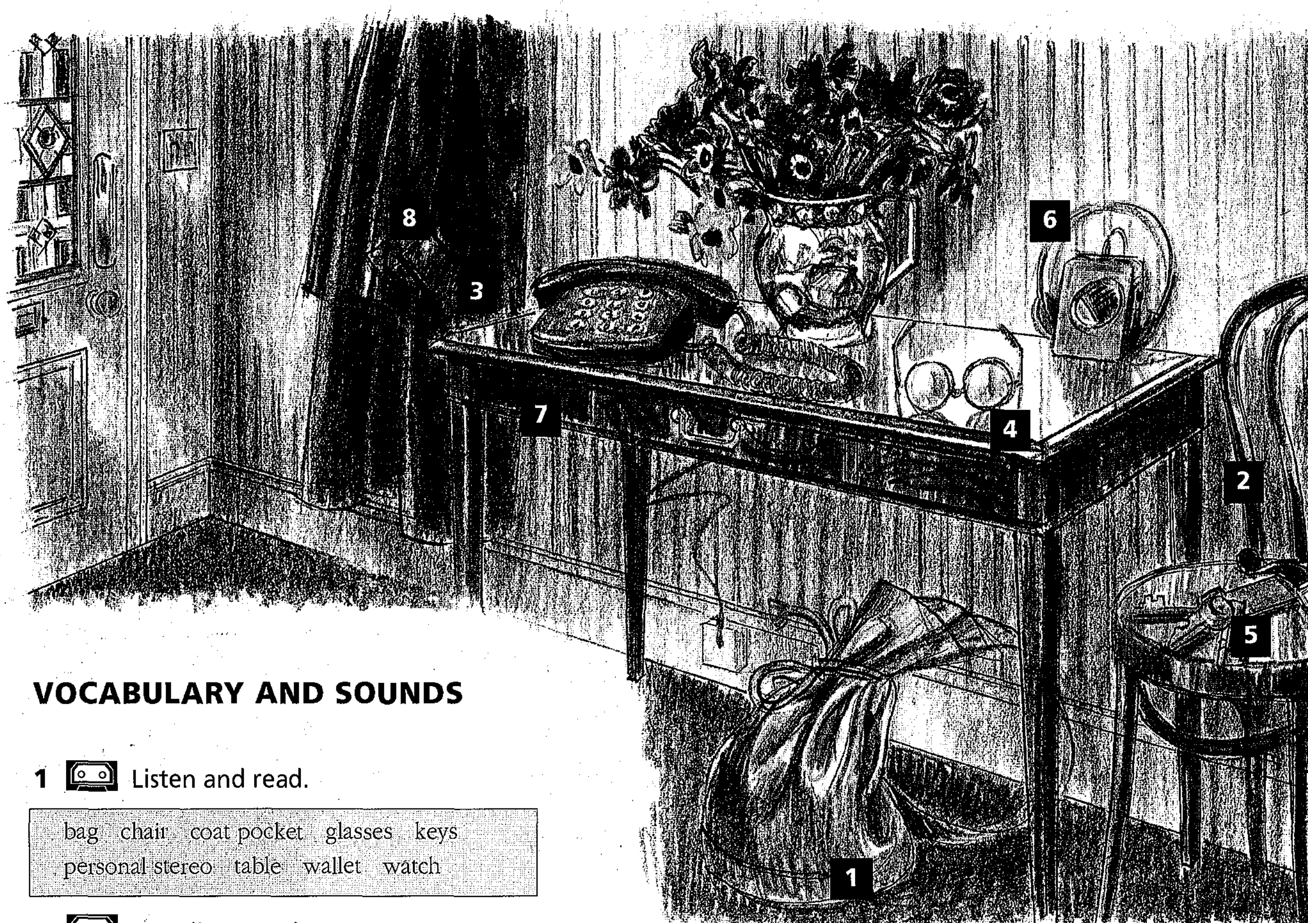
How much is a Big Mac in Thailand?

It's ….



12 Where are Jane's keys?

Prepositions of place: *in, on, under*; possessive *'s*



VOCABULARY AND SOUNDS

1 Listen and read.

bag chair coat pocket glasses keys personal stereo table wallet watch

Now listen and repeat.

2 Work in pairs. Look at the picture. Ask and say the words you know.

What's this?

It's a chair. And what are these?

They're keys.

LISTENING

1 Listen and match.

Jane	bag
Graham	glasses
Frank	keys
Joely	personal stereo
Nicola	watch
Tom	wallet

2 Match with the correct object in the picture.

a Jane's keys d Joely's bag

b Graham's wallet e Nicola's glasses

c Frank's watch f Tom's personal stereo

3 Match.

bag		
glasses	in	chair
keys	on	table
personal stereo	under	coat pocket
watch		
wallet		

Now listen and check 2 and 3.

4 Tick (✔) the correct sentences.

1 Frank's watch is on the chair. ☐
2 Graham's wallet is on the table. ☐
3 Joely's bag is under the table. ☐
4 Tom's personal stereo is on the table. ☐
5 Nicola's glasses are under the chair. ☐
6 Jane's keys are on the chair. ☐
7 Nicola's glasses are in her coat pocket. ☐
8 Graham's wallet is in his coat pocket. ☐
9 Nicola's glasses are on the table. ☐
10 Frank's watch is under the table. ☐

GRAMMAR

Prepositions of place: *in, on, under*

Jane's keys are ***on*** *the chair.*
Graham's wallet is ***in*** *his coat pocket.*
Joely's bag is ***under*** *the table.*

Possessive 's

*Jane***'s** *keys = the keys of Jane.*
*Graham***'s** *wallet = the wallet of Graham.*
*Joely***'s** *bag = the bag of Joely.*

1 Work in pairs and check your answers to *Listening* activity 4.

2 Look at *Listening* activity 4 and correct the wrong sentences.

2 Graham's wallet is in his coat pocket.

3 Complete.

1 **TOM** ____'s my personal stereo?
JOELY ____ on the table.

2 **JOELY** Where's ____ bag?
NICOLA It's under ____ table.

3 **GRAHAM** Where ____ my wallet?
JANE It's in ____ coat pocket.

Now listen and check.

4 Look at 3 and write sentences.

Tom's personal stereo is on the table.

5 Tick (✔) the correct sentence.

1 a Anna's watch is in her coat pocket.
b Anna is watch is in her coat pocket.

2 a Where's Graham's wallet?
b Where's is Graham's wallet?

3 a Jane's keys on the table.
b Jane's keys are on the table.

4 a Nicola's glasses in her coat pocket.
b Nicola's glasses are in her coat pocket.

SPEAKING AND WRITING

1 Work in pairs.

Student A: Turn to Communication activity 7 on page 92.

Student B: Turn to Communication activity 19 on page 95.

Now write sentences describing the picture you completed.

The bag is under the table.

2 Choose three students and ask them to leave the classroom. Move six objects and ask the three students to say what is different.

Maria's bag is under the table.

13 We've got three children

Have got; possessive adjectives: _our, your, their_

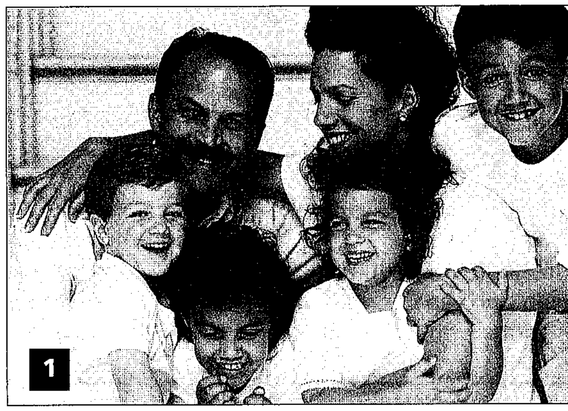
READING AND VOCABULARY

1 Read and match the texts with the photos.

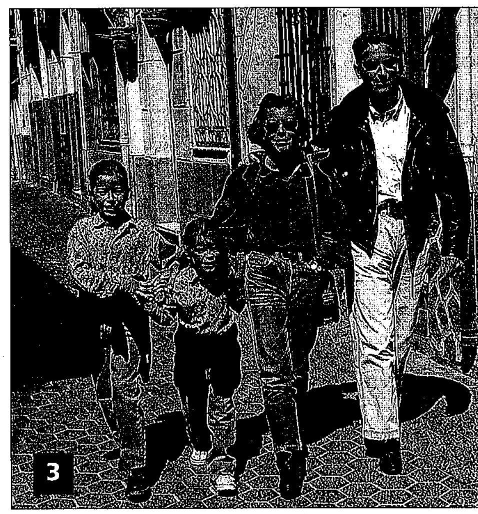
A Hello, my name's Maria and this is my husband Carlo. We've got three children. Our daughter's name is Laura and she's four. Our sons are Pablo and Octavio. Pablo is twelve and Octavio is ten.

B Hello, I'm Carlos. I'm twelve. This is my family. I've got two sisters and one brother. My father's name is Javier. He's forty. My mother's name is Victoria. She's thirty-five. My sisters' names are Luisa and Teresa. They're eight and ten. My brother's name is Juan. He's five.

C Hello, I'm Mehmet and this is my wife Sema. We've got two daughters, Leyla and Serap.


1


2


3

2 Complete.

husband wife mother father son(s)
daughter(s) brother(s) sister(s) children

1 My _____ is Carlo.
2 Our _____ is Laura.
3 Our _____ are Pablo and Octavio.
4 Our _____ are Laura, Pablo and Octavio.
5 My _____ is Javier.
6 My _____ is Victoria.
7 My _____ are Luisa and Teresa.
8 My _____ is Juan.
9 My _____ is Sema.
10 My _____ are Leyla and Serap.

3 Complete the columns in the chart with names.

	husband	wife	father	mother	son(s)	daughter(s)	sister(s)	brot
Maria								
Carlos								
Mehmet								

LISTENING AND SPEAKING

1 Listen and read.

INTERVIEWER Are you married, Maria?
MARIA Yes, I am. My husband's name is Carlo.
INTERVIEWER Have you got any children?
MARIA Yes, we have. We've got three children. Our daughter's name is Laura, and our sons' names are Pablo and Octavio.
INTERVIEWER How old are they?
MARIA They're twelve, ten, and four.

2 Decide where these sentences go.

a Paolo, Giovanni, and Patrizia.
b No, I haven't.
c Yes, I have. I've got two brothers and one sister.
d Yes, I am.

Are you married, Marco?
(1) _____.
Have you got any children?
(2) _____.
Have you got any brothers or sisters?
(3) _____.
What are their names?
(4) _____.

Now listen and check.

GRAMMAR

Possessive adjectives
__Our__ daughter is Laura.
__Your__ brothers are Pablo and Octavio.
__Their__ names are Laura, Pablo and Octavio.

Have got
Have you got any brothers and sisters?
Yes, I have. I've got two brothers and one sister.
Have you got any children?
No, I haven't.

1 Answer the questions.

Is *our* the possessive adjective for *we, you* or *they?*
Is *their* the possessive adjective for *we, you* or *they?*

2 Complete.

I – *my*	he – ____	we – ____
you – ____	she – ____	they – ____

3 Tick (✔) the correct sentence.

1 a Are they're names Carla and Patrizia?
  b Are their names Carla and Patrizia?
2 a Our son is seven.
  b We're son is seven.
3 a Their son's name is Enrique.
  b They're sons name Enrique.

4 Complete.

1 Have you ____ any brothers or sisters?
2 Yes, I ____. I ____ got two brothers.
3 ____ you got any children?
4 No, I ____.

SOUNDS AND SPEAKING

1 Listen and repeat.

/ə/ husband mother father daughter brother sister

2 Complete the *You* line with names of members of your family.

	husband	wife	mother	father
You				
Your partner				
	son	daughter	brother	sister
You				
Your partner				

3 Work in pairs. Talk about your families. Ask and say what their names are. Complete the chart.

Have you got any brothers or sisters?
What are their names?
Are you married?
What's your wife's name?

14 She's got fair hair and blue eyes

Talking about appearance and character; *has got*

READING AND VOCABULARY

1 Listen and repeat.

hair eyes fair dark red blue brown black green

2 Write the words in the correct group.

hair – fair red …

eyes – blue …

3 Listen and repeat.

good-looking friendly pretty nice quiet tall short

Now translate the words.

4 Put the words in 2 and 3 in two groups.

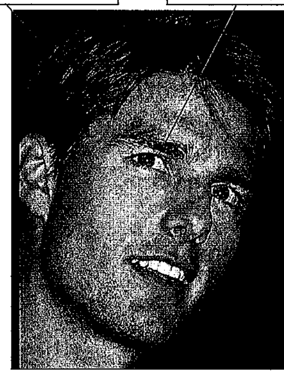
Appearance – *good-looking . . .*

Character – *friendly . . .*

5 Think about people you know and choose words to describe them. Now work in pairs and talk about these people.

quite very

My brother's tall and quite good-looking. He's very friendly.





LISTENING AND READING

1 Listen and read.

JILL Hey Sarah! We've got a new neighbour. His name's

SARAH What's he like?

JILL He's got dark hair and brown eyes. He's very good-looking and very friendly.

SARAH Dark hair, brown eyes, good-looking and friendly! How old is he?

JILL I don't know. Twenty, twenty-one.

SARAH Has he got a brother?

JILL I don't know.

2 Decide where these sentences go.

a She's got dark hair and green eyes.

b Yes, she has.

c What's she like?

d She's nice, but very quiet.

MIKE Hey! Simon! We've got a very pretty neighbour.

SIMON Really? What's her name?

MIKE Jill.

SIMON (1) ____

MIKE (2) ____ She's very pretty.

SIMON Green eyes! Has she got a friend?

MIKE (3) ____

SIMON What's she like?

MIKE (4) ____

GRAMMAR AND FUNCTIONS

> Talking about appearance and character.
> *What's he like? What's she like?*
> *He's got dark hair and green eyes. He's very good-looking.*
> *She's got fair hair and blue eyes. She's pretty.*
> *She's nice, but very quiet.*

1 Answer the questions.

Do you use *has got* with *we, you, they* or with *he, she, it?*

Do you use *have got* with *we, you, they* or with *he, she, it?*

2 Complete.

I	___		
we	___		
you	___		
they	___	got	fair hair.
he	___		
she	___		
it	___		

3 Work in pairs and check your answers to *Listening and reading* activity 2.

4 Write a description of someone you know. Say:

– what colour hair he/she's got

– what colour eyes he/she's got

– what he/she's like

Bruno has got dark hair and brown eyes. He's tall. He's quite quiet but nice.

5 Work in pairs.
Student A: Choose somebody in your class and describe them.
Student B: Say who it is.

She's got dark hair and brown eyes. She's got a red bag.

Is it Yildiz?

Yes!

READING AND SPEAKING

1 Read this part of an E-mail and complete the chart.

```
Dear Sue,
Hi, I'm Brad Summers from Chicago. I'm a doctor.
I'm 27 and I've got dark hair and blue eyes.
I've got two brothers, Joe and Bill, and a
sister, Judy. Joe is 25 and he's an engineer.
Bill's 23 and he's at college. Judy's 17 and
she's at school . . .
```

Name	Age	Appearance	Relation	Job
Brad	27			
Joe		–		
Bill		dark hair/ brown eyes	brother	student
Judy		–		

2 Work in pairs.
Student A: Turn to Communication activity 8 on page 93.
Student B: Turn to Communication activity 20 on page 96.

3 Work in pairs. Complete the chart for Sue.

Sue		dark hair/ brown eyes		
Pippa	51	–		teacher
Henry	55		father	
James				
Sarah				

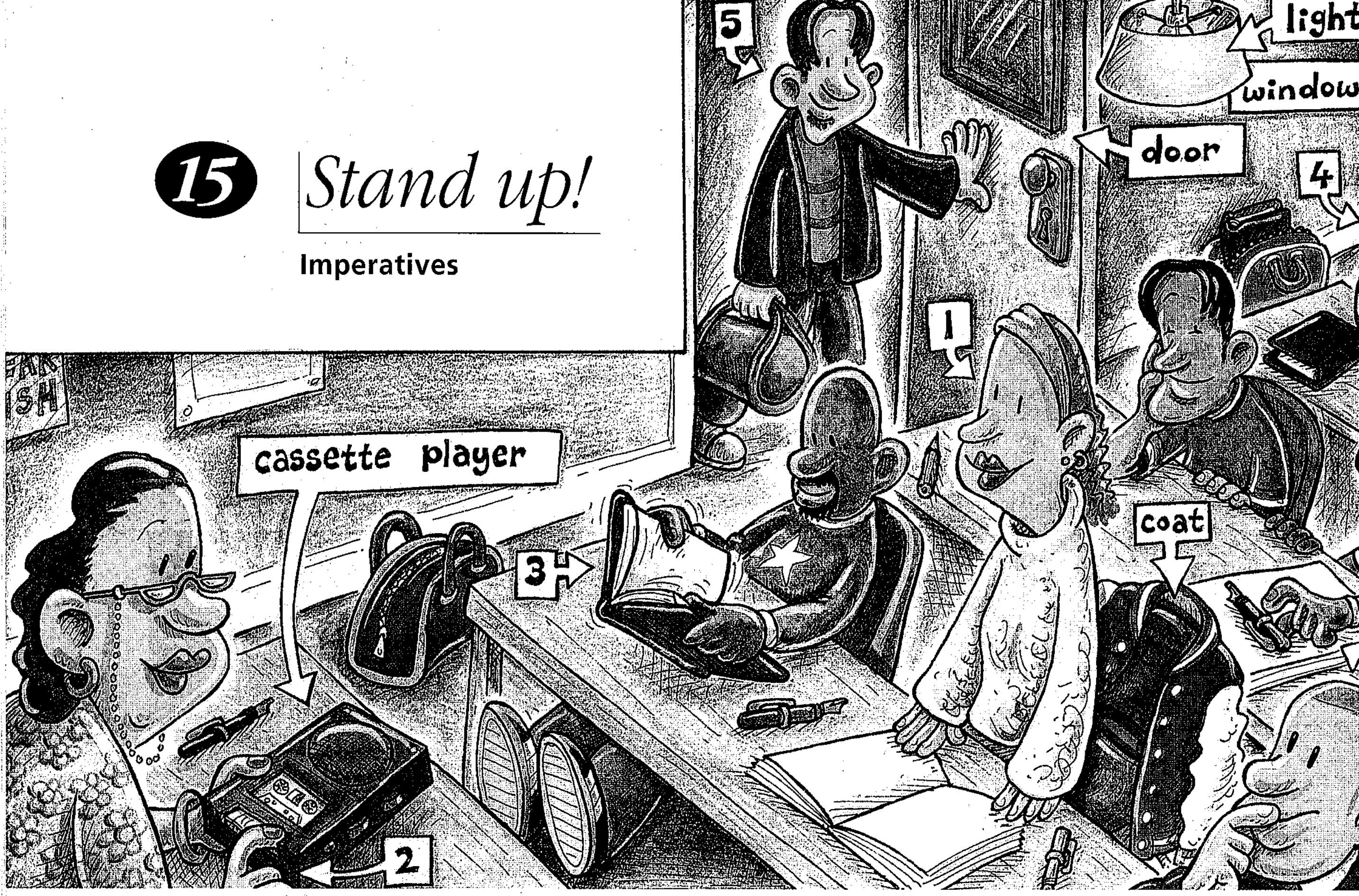
WRITING

1 Copy and complete the chart above for you and your family.

2 Write a paragraph describing yourself and your family.

15 Stand up!

Imperatives



VOCABULARY AND LISTENING

1 Listen and repeat.

window door book light cassette player pen bag coat

2 Work in pairs. Look at the picture. Point and say. Use all the words from 1.

3 Match the instructions with the people in the picture. Phrasal verbs

Stand up. Open your book. Turn the cassette player on. Pick your pen up. Come in. Put your coat on.

1 – Stand up

4 Match the instruction with its opposite.

Sit down. Close your book. Turn the cassette player off. Put your pen down. Go out. Take your coat off.

Stand up – sit down

5 Make instructions with these verbs and the wor

open close turn on turn off pick up put down

Open the window. Open the door.

6 Think about what you do when you start your l class. Number the instructions in 3 and 4.

1 – Come in. 2 – Take your coat off.

Now listen and check.

7 Match the sentences with the pictures.

a Don't talk! b Don't look! c Don't listen!



SOUNDS AND SPEAKING

1 Listen and repeat.

/əʊ/ don't close open coat

2 Listen and read.

☐ Stand up.	☐ Sit down.
☐ ☐ Open your book.	☐ ☐ Close your book.
☐ ☐ Don't talk!	☐ ☐ Don't look!
☐ ☐ Pick your bag up.	☐ ☐ Put your pen down.

3 Listen and follow the instructions.

4 Work in pairs. Give your partner instructions.

Close your book.

GRAMMAR

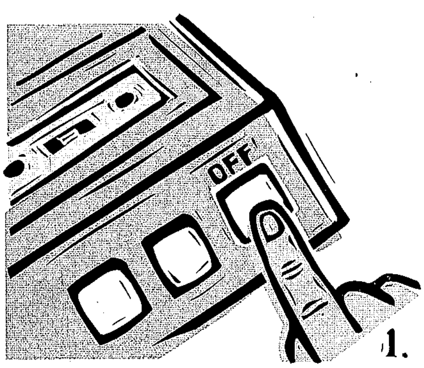
Imperatives

Infinitive	Imperative	Negative imperative
look	*look*	*Don't look* (*= do not look*)
read	*read*	*Don't read*
write	*write*	*Don't write*
listen	*listen*	*Don't listen*

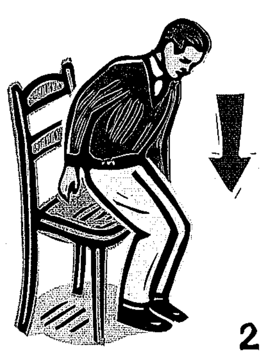
1 Look at the pictures below and write instructions.

2 Translate these words.

read listen write underline number
match correct



1.



2.

READING AND WRITING

1 Read *The Students' Charter*. Which instructions are true for your English class?

The Students' Charter

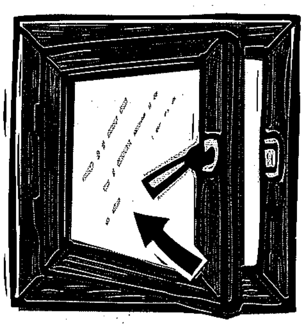
- ☐ Don't speak English.
- ☐ Don't read in class.
- ☐ Put your bags under your chair.
- ☐ Do your homework.
- ☐ Say please and thank you.
- ☐ Don't talk to other students.
- ☐ Listen to your personal stereo.
- ☐ Stand up when your teacher speaks to you.
- ☐ Look out of the window.

2 Work in pairs and check your answers.

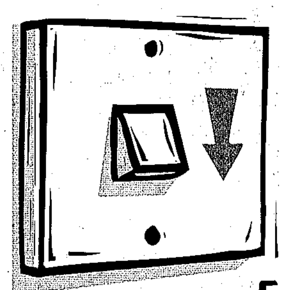
3 Correct the wrong instructions.

4 Write some more instructions for your classroom or your school.

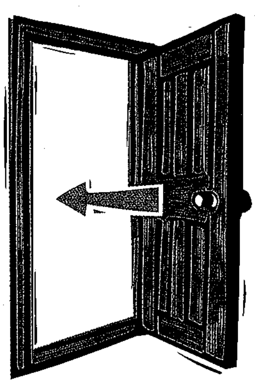
Don't speak Turkish.



3.



5.



4.



6.

16 We live in a flat in Florence

Present simple: regular verbs *I, we, you, they*; prepositions of place *in, to*

VOCABULARY AND SOUNDS

1 Listen and repeat.

flat house office shop school

live work go

2 Listen and repeat.

/æ/ flat match thank
/aʊ/ house how
/ɒ/ office shop clock
/uː/ school two student
/ɪ/ live tick six
/ɜː/ work turn Turkey

3 Listen and repeat.

live in a flat
live in a house
work in an office
work in a shop
go to school
go to work

READING AND LISTENING

1 Match the sentences with the photos.

A I live in a flat in Florence.
B I work in an office in Tokyo.
C We go to school in Istanbul.


1


2



2 Listen and read.

Hello, I'm Anna. I'm from Italy and I'm twenty-five. I'm a secreta and I work in an office. My husband's name is Bruno and we live flat in Florence. My mother's name is Francesca and my father's name is Alberto. My sister's name is Paola and she's sixteen. The live in a house in Fiesole.

3 Match the sentences with the photos in 1.

- [ ] Hello, I'm Kazuo.
- [ ] Hello, I'm Erol.
- [2] I'm from Japan and I'm thirty-five.
- [1] I'm from Turkey and I'm sixteen.
- [ ] I'm a student.
- [ ] I'm a journalist and I work in an office in Tokyo.
- [ ] My sister's name is Belma and we go to school in Istanbul.
- [ ] My wife's name is Michiko and we live in a flat in Ichikawa.
- [ ] We live with our parents in a flat in Galata.
- [ ] We've got two children.
- [ ] My father is an engineer and my mother is a secretary.
- [ ] Our son's name is Koji and our daughter's name is Miki.
- [ ] They work in an office in Beyoglu.
- [ ] They go to school in Funabashi.

Now listen and check your answers.

GRAMMAR

Present simple: regular verbs *I, we, you, they*

I
We *live*
You
They

Prepositions of place

In — *I work **in** an office **in** Tokyo. I live **in** a flat **in** Florence.*
To — *I go **to** school.*

1 Complete.

1 I ____ in a flat in Paris.
2 I ____ in an office in London.
3 We ____ to school in New York.
4 They ____ in a flat in Paris.
5 We ____ in an office in London.
6 I ____ to school in New York.
7 They ____ in an office in London.
8 They ____ to school in New York.
9 We ____ in a flat in Paris.

2 Put the words in the right order and make sentences.

1 school Paris in I to go   I go to school in P
2 school we go to New York in
3 live flat we in in a Venice
4 work I office Tokyo in an in
5 we live in a in Rio house
6 I in an office work

1 I go to school in Paris.



3 Complete.

1 We live in a house ____ Buenos Aires.
2 I work ____ a shop in Istanbul.
3 I go __to__ school ____ Lyon.
4 They work ____ an office ____ Seoul.
5 We work ____ a shop ____ London.
6 They go __to__ school ____ Athens.

READING AND WRITING

1 Read and answer *What's my name?*

What's my name?

1 I'm from the USA.
2 I live in Washington.
3 I live with my wife and two daughters.
4 I work in the USA and around the world.
5 We live in the White House.
6 I'm President of the USA.
7 My name's ________________.

Загадко

2 Write sentences about someone famous. Use *I* and *we*.

I live in Buckingham Palace.
I live with my husband and my dogs.

Now work in pairs and play *What's my name?*

H/w

3 Write a paragraph about where you live.

Hello, I'm Marcella. I'm from Argentina and I'm twenty. I live in Rosario with my father and mother ...



17 *What's the time?*

Telling the time (1); present simple: *have*; prepositions of time: *at, in*

SPEAKING AND VOCABULARY

1 Listen and repeat.

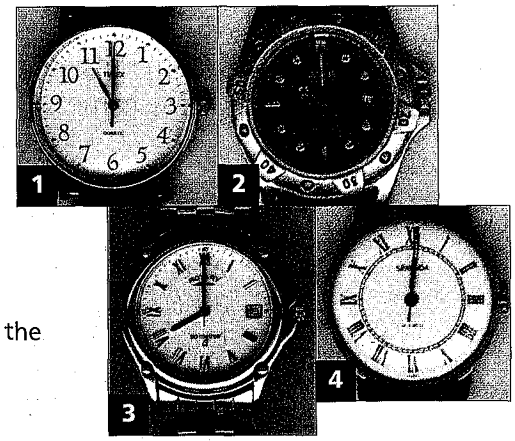
o'clock

What's the time?

A It's eight o'clock.

B It's eleven o'clock.

C It's ten o'clock.



2 Match the sentences in 1 with the correct time.

3 Work in pairs. Ask and answer about the times.

What's the time? It's 10.00.

4 Listen and tick (✔).

1 a 3 o'clock ☐ b 5 o'clock ☐
2 a 7 o'clock ☐ b 11 o'clock ☐
3 a 6 o'clock ☐ b 9 o'clock ☐
4 a 12 o'clock ☐ b 1 o'clock ☐

5 Listen and repeat.

have breakfast have lunch have dinner

morning afternoon evening

6 Complete sentences about you.

1 I have breakfast at ____ in the ____.
2 I have lunch at ____ in the ____.
3 I have ____ at ____ in the evening.

7 Look and read.

am pm

Seven o'clock in the morning = 7a
One o'clock in the afternoon = 1p
Seven o'clock in the evening = 7p

Now rewrite these times with *am*

1 Four o'clock in the morning.
2 Two o'clock in the morning.
3 Eleven o'clock in the evening.
4 Three o'clock in the afternoon.

LISTENING AND READING



1 Listen and read. Say which country you see in the phot

'In Britain, we have breakfast at about 8 am. Lunch is at 1 pm and dinner at 6 pm.'

'In Spain, we have breakfast at 7 am and lunch at 2 or 3 pm. Dinner is at 10 pm.'

'In Thailand we have breakfast at 6 am and lunch at 11 am. Dinner is at about 6 pm.'

2 Work in pairs and check your answer to 1.

3 Work in groups of three.
Student A: Turn to Communication 9 on page 93.
Student B: Turn to Communication 21 on page 96.
Student C: Turn to Communication 27 on page 97.

4 Work together and complete the chart.

speaker	country	breakfast	lunch	dinner
1				
2				
3				

FUNCTIONS AND GRAMMAR

Telling the time (1)
What's the time? It's one o'clock.

Prepositions of time
At ***at** seven o'clock* ***at** twelve o'clock* ***at** five o'clock*
In ***in** the morning* ***in** the afternoon* ***in** the evening*

Present simple: *have*
I
We *have lunch at two o'clock in the afternoon.*
You
They

1 Complete.

1 In Britain they have breakfast at eight o'clock in the morning. They have lunch at ____.
2 In Spain they have breakfast ____.
3 In Thailand they ____.
4 In my country, we ____.

2 Tick (✔) the correct sentence.

1 a What's the time? b What the time?
2 a Seven o'clock. b It seven o'clock.
3 a I'm breakfast at eight o'clock.
b I have breakfast at eight o'clock.
4 a We have lunch at one o'clock.
b We have lunch one o'clock.

3 Complete.

1 We have breakfast ____ seven o'clock ____ the morning.
2 I have lunch ____ one o'clock ____ the afternoon.
3 They have dinner ____ nine o'clock ____ the evening.

SPEAKING

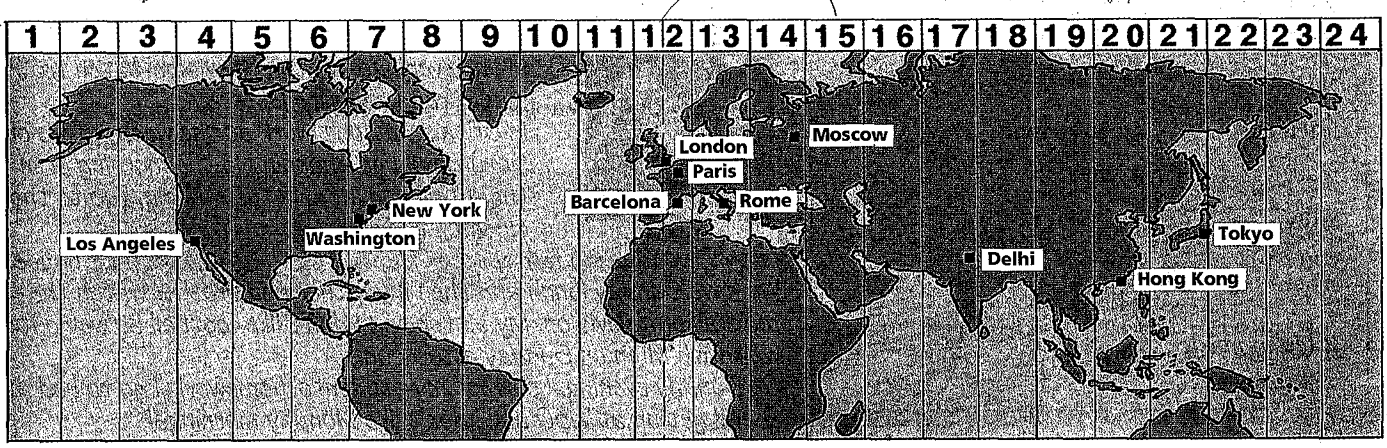
1 Work in pairs. Look at the map below. It's twelve o'clock in London. Ask and say.

What's the time in New York?
It's seven o'clock in the morning. What's the time in Hong Kong?
It's eight o'clock in the evening.

2 Find out what time people in your class have breakfast, lunch and dinner.

Name	Nationality	breakfast	lunch	dinner
Marco	Italian	8 am	1-3 pm	8 pm

In Italy, they have breakfast at 8 am ...



18 I don't like Monday mornings

Present simple: negatives; preposition of time: *on*

VOCABULARY AND SOUNDS

1 Listen and repeat.

Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

2 Complete.

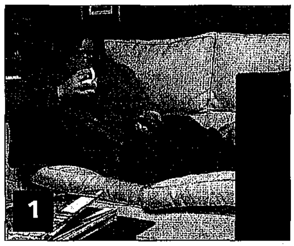
1 Today is ____.
2 Tomorrow is ____.

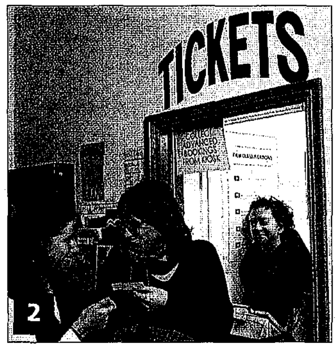
3 Listen and repeat.

on Monday
on Tuesday
on Wednesday
on Thursday

on Monday morning
on Tuesday afternoon
on Wednesday evening

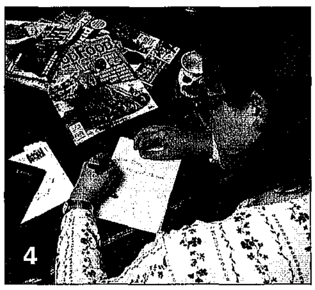
in the morning
in the afternoon
in the evening


1



2


3


4


5


6

4 Match the verbs with the photos.

watch television go to the cinema
see friends go shopping write letters
go for a walk

5 Match.

listen to	a newspaper
read	a letter
write	homework
correct	music
	a book

listen to music, ...

LISTENING AND READING

1 Listen and read.



Hello! My name's Fiona ~~and I'm a teac~~
I work in a school in the mornings and
afternoons from Monday to Friday.
In the evenings I watch television, liste
music, read, or write letters.
In Britain we don't work at the weeken
Saturdays I go shopping in the mornir
the afternoon, and, in the evening, I gc
cinema or see friends.
I don't live with my family so on Sunday morning I go to thei
We have Sunday lunch and then my father and brother watc
football on television. My sister and I don't like football so w
walk with Mum on Sunday afternoon.
On Sunday evening, I correct my students' homework. I go t
9 and get up at 7.30 am. I don't like Monday mornings!

2 Write what Fiona does.

	Morning	Afternoon	Evening
Monday → Friday			
Saturday			
Sunday			

GRAMMAR

Present simple: negatives

I
We *don't (= do not) like Monday mornings.*
You
They

Prepositions of time

***on** Monday* ***on** Tuesday* ***on** Wednesday*
***on** Monday morning* ***on** Tuesday afternoon*
***on** Wednesday evening*

1 Complete.

1 We're students. We ____ work in an office.
2 I live in London. I don't ____ in Paris.
3 They ____ have breakfast at seven o'clock. They have breakfast at eight.
4 We ____ watch television on Saturday. We go to the cinema.
5 I ___ shopping on Saturday. I don't go shopping on Sunday.
6 I don't like tennis. I ____ football.

2 Complete.

1 I don't work ____ Saturday and Sunday.
2 ____ Sunday morning, I read the newspaper.
3 We don't watch television ____ the morning.
4 ____ the evening I write letters.
5 ____ Saturday afternoon they play football.
6 We see friends ____ Saturday.

3 Tick (✔) the sentences which are true for you. Correct the false ones.

1 I like Monday mornings.
2 We work on Sunday.
3 My parents live in France.
4 I go to the cinema on Monday morning.
5 We go shopping on Thursday evening.
6 My friends play football on Wednesday.

1 I don't like Monday mornings.

WRITING AND SPEAKING

1 Copy the chart in *Listening and reading* activity 2 and complete it for you.

2 Work in pairs.
Student A: Say a day.
Student B: Say what you do.

3 Write a paragraph about what you do during the week.

I go to school/work from Monday to Friday. On Monday evening, I …

19 Do you like running?

Yes/no questions and short answers

VOCABULARY AND SOUNDS

1 Listen and repeat.

football tennis volleyball table tennis skiing running basketball gymnastics swimming baseball sailing

2 Say the words you know.

3 Work in pairs.

Student A: Turn to Communication activity 11 on page 93.

Student B: Turn to Communication activity 23 on page 96.

4 Complete.

team sport individual sport

team sport *football ...*

individual sport *tennis ...*

5 Write the words in 1 under these headings: *I like* and *I don't like.*

like

I like: football, tennis...

I don't like: badminton, skiing...

LISTENING AND WRITING

1 Listen and read.

DAVE Do you like swimming?

JACK Yes, I do. I like swimming very much.

DAVE Do you like running?

JACK No, I don't.

2 Complete.

TIM Do you ____ gymnastics, Gwen?

GWEN Yes, I ____. I like gymnastics very muc

TIM ____ you like basketball?

GWEN ____, I don't.

3 Number the sentences in the right order.

[4] Alison No, I don't.

[3] James Do you like skiing?

[1] James Do you like volleyball, Alison?

[2] Alison Yes, I do. I like volleyball very muc

Now listen and check 2 and 3.



4 Tick (✔) the sports Jack, Gwen and Alison like. Put a cross (✘) by the sports they don't like.

	Jack	Gwen	Alison
football			
tennis			
volleyball			
table tennis			
skiing			
running			
basketball			
gymnastics			
swimming			

GRAMMAR

Yes/no questions	Short answers
Do you like swimming?	*Yes, I do.*
Do you like table tennis?	*No, I don't.* (= do not)
Do you live in Berlin?	*Yes, I do. No, I don't.*
	Yes, we do. No, we don't.
Do they work in London?	*Yes, they do. No, they don't.*

1 Work in pairs. Tick (✔) the correct answer.

1 Do you like tennis?
   a Yes, I do. b Yes, I like.

2 Do you like volleyball?
   a No, I no like. b No, I don't.

3 Are you married?
   a No, I am not. b No, I don't.

4 Are they from London?
   a Yes, they are. b Yes, they do.

5 Do they work in Paris?
   a Yes, they do. b Yes, they work.

6 Do you live in Berlin?
   a Yes, we do. b No, they don't.

2 Write five questions.

			in a flat?
		live	tennis?
Do	you	work	in a house?
		like	in an office?
			football?

3 Work in pairs. Ask and answer your questions from 2.

4 Answer the questions.

1 Do you like swimming?
2 Do you live in London?
3 Do you have breakfast at five o'clock in the morning?
4 Do you work in an office?
5 Are you married?
6 Are you a doctor?
7 Are you French?
8 Are you nineteen?

5 Work in pairs. Act out the conversations in *Listening and writing* activities 2 and 3.

SPEAKING AND WRITING

1 Find:

Four people who like swimming. Write their names here.

____

____

Four people who like basketball. Write their names here.

____

____

Four people who like gymnastics. Write their names here.

____

____

Four people who like football. Write their names here.

____

____

2 Find someone who likes the same sports as you.
Do you like swimming? Yes, I do.

3 Write a poster about sports.

Say what sports you like.
We like basketball.

Say what your favourite team OR player is.
Our favourite team is …

Say what the favourite sport in your country is.
People in my country like …

20 She likes her job

Telling the time (2); present simple: *he, she, it*

VOCABULARY AND SPEAKING

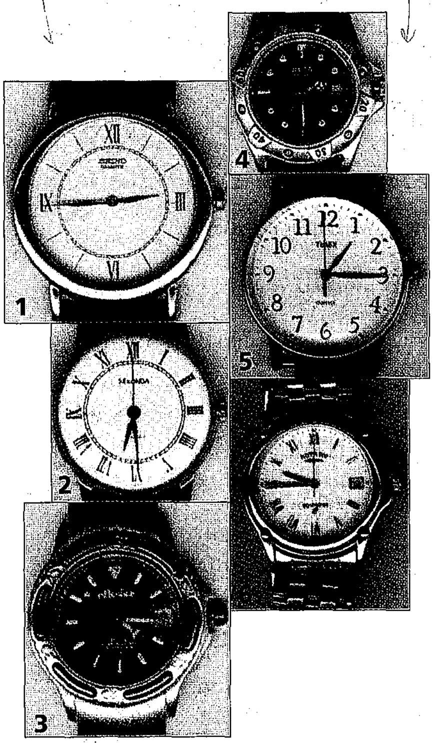
1 Listen and repeat.

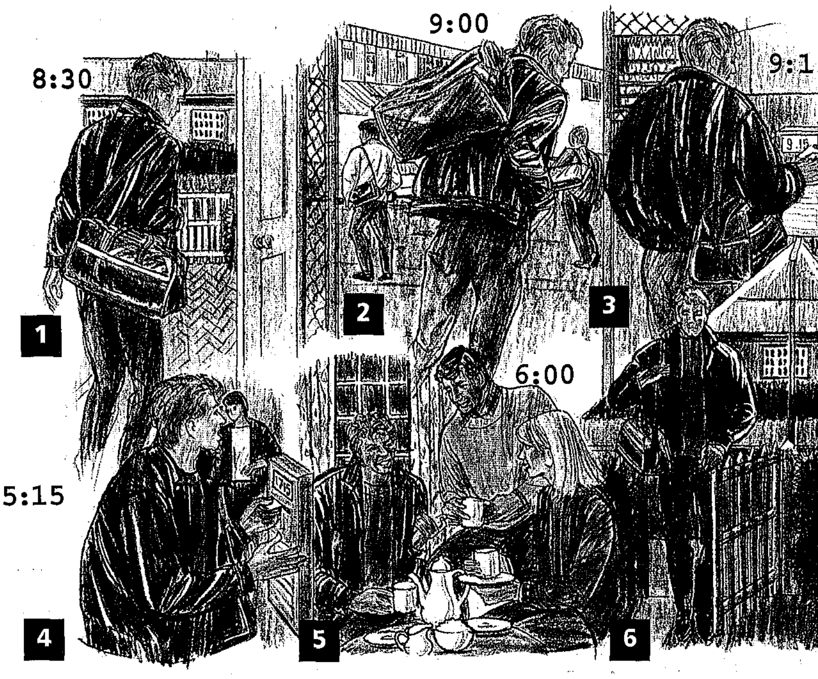
a quarter past   a quarter to   half past

What's the time?

A A quarter past one.
B Half past two.
C A quarter to three.

2 Match the sentences in 1 with the correct time.





3 Work in pairs. Ask and answer about the other times.

What's the time? It's a quarter past four.

4 Listen and tick (✔).

1	a 4.30	☐		b 5.30	☐
2	a 6.45	☐		b 6.30	☐
3	a 12.15	☐		b 12.45	☐
4	a 5.30	☐		b 5.45	☐
5	a 7.30	☐		b 7.45	☐
6	a 11.15	☐		b 11.30	☐

5 Listen and repeat.

leave   arrive   go home   start
visit   finish

6 Match the sentences with the pict

a Joe arrives at work at nine o'clo
b He starts work at a quarter past
c He goes home at a quarter to ni
d He visits friends at six o'clock o Fridays.
e He finishes work at a quarter pa
f He leaves home at half past eig

7 Complete sentences about you.

1 I leave home at ____
2 I arrive at work/school at ____
3 I start work at ____
4 I finish work at ____
5 I go home at ____
6 I visit friends at/on ____

8 Work in pairs. Say your answers t

I leave home at eight o'clock.

READING

Read the passage and complete the sentences.



Esther lives in a flat in Boston with her husband and their two sons. She works in a shop from Monday to Saturday. She has breakfast at 6.30 in the morning. She leaves at 7.30, and arrives at work at 8 am. She has lunch at 12.30 in the afternoon, and starts work at 1.30 pm. She finishes work at 6 in the evening and goes home. She works on Saturday, but she likes her job.

Her husband works in a school in Boston. On Saturday afternoon, he goes shopping with their sons and on Sunday they visit Esther's parents. They have a house in Cambridge.

1 Esther ____ in a flat in Boston.
2 She ____ in a shop.
3 She ____ breakfast at 6.30.
4 She ____ at 7.30.
5 She ____ at work at 8 am.
6 She ____ lunch at 12.30 pm.
7 She ____ work at 6 pm.
8 Her husband is a teacher. He ____ in a school in Boston.
9 He ____ shopping with their sons on Saturday afternoon.
10 They ____ Esther's parents on Sunday.

GRAMMAR

Telling the time (2)

What's the time? *It's a quarter past one.*
It's half past two.
It's a quarter to three.

Present simple: ***he, she, it***

Esther lives in a flat in Boston.
Her husband works in a school.
The train leaves at 7.30 am.
It arrives at 8 am.

1 Write the third person.

1 leave arrive work live start visit go finish have
leaves, ...

2 Tick (✓) the correct sentence.

1 a She works in a shop. b She work in a shop.
2 a He's live in Boston. b He lives in Boston.
3 a Its leaves at 7.30. b It leaves at 7.30.
4 a He go home at 6 pm. b He goes home at 6 pm.
5 a Her parents live in Cambridge. b Her parents lives in Cambridge.
6 a She have two sons. b She has two sons.

LISTENING AND WRITING

1 Listen and tick (✓).

	Sarah		Mark	
live	☐ Spain	☐ Italy	☐ Mexico City	☐ Acapulco
work	☐ office	☐ school	☐ shop	☐ hospital
have breakfast	☐ 7.30 am	☐ 8 am	☐ 6.30 am	☐ 7.45 am
start work	☐ 3 pm	☐ 2 pm	☐ 6.45 am	☐ 8 am
finish work	☐ 9 pm	☐ 11 pm	☐ 6 pm	☐ 7 pm
go shopping	☐ mornings/ Saturdays	☐ mornings/ Sundays	☐ Fridays	☐ Saturdays
visit parents/friends	☐ Saturdays/ Sundays	☐ Sundays/ Mondays	☐ Saturdays	☐ Sundays

When d

2 Work in pairs. Check 1.

3 Write a paragraph about Sarah and Mark.

Sarah lives in Italy.

SPEAKING

1 Work in pairs. Turn to Communication activity 36 on page 99.

2 Work with another pair. Check your information.

Her name is Mary Ward.

"One can be the master of what one does, but never of what one feels"
Gustave Flaubert

Progress check 11–20

VOCABULARY

1 Tick (✔) the correct answer.

1 A *sweater* is
- a a place ☐
- b a member of the family ☐
- c an item of clothing ☐

2 A *wallet* is
- a a personal possession ☐
- b food ☐
- c a day of the week ☐

3 A *mother* is
- a a drink ☐
- b an eye colour ☐
- c a member of the family ☐

4 *Fair* is
- a a hair colour ☐
- b an item of clothing ☐
- c food ☐

5 *Good-looking* is
- a a word to describe character ☐
- b a word to describe appearance ☐
- c a personal possession ☐

6 *Stand up* is
- a an instruction ☐
- b a drink ☐
- c a personal possession ☐

7 A *flat* is
- a a place where people live ☐
- b a day of the week ☐
- c a word to describe character ☐

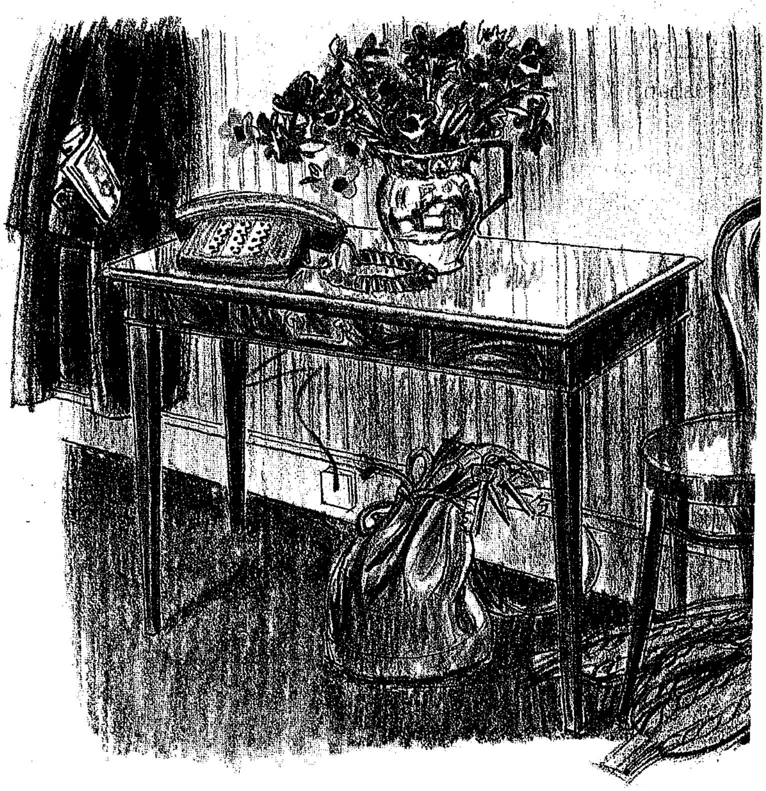
8 *Thursday* is
- a a day of the week
- b an item of clothing
- c a personal possession

9 *Lunch* is
- a a place where people live
- b food
- c a day of the week

10 *Running* is
- a a day of the week
- b a sport
- c a drink

2 Think of other words for all the categories in 1.

3 Look at the words in Lessons 11 to 20 again. Choose words which are useful to you and write them in your *Wordbank* in the Practice Book.



GRAMMAR

1 Write questions and answers.

1 wallet – £50.00
2 jacket – £39.00
3 jeans – £12.99
4 sweater – £25.50
5 skirt – £20.00
6 shirt – £25.00

1 How much is that wallet?
It's fifty pounds.

2 Look at the picture and say where the things are.

The telephone is on the table.

3 Complete the passage about the Smiths.

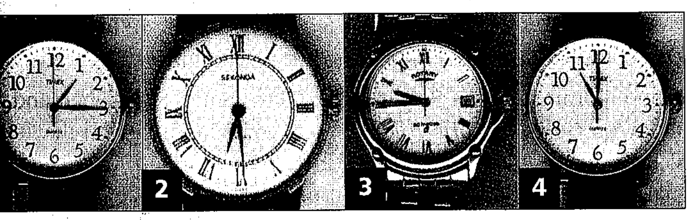
Name	George	Judy	Terri
Family	son	daughter	daughter
Appearance	fair hair, good-looking	dark hair, brown eyes	dark hair, green eyes

The Smiths ____ got three ____. Their ____ name is George. He's got ___ hair and he's very ____. ____ daughters' ____ are Judy and ____. Judy has ___ ___ hair and ____ eyes. Terri has ___ ___ hair and ____ eyes.

4 Match the instructions with their opposites.

1 Come in.	a Close your book.
2 Stand up.	b Go out.
3 Open your book.	c Sit down.
4 Take your coat off.	d Put your coat on.

5 Say what the time is.



6 Complete the sentences so they're true for you.

1 I live in a ____ in ____.
2 I work/go to school in ____.
3 My parents live in ____.
4 We have breakfast at ____.
5 We have dinner at ____.
6 I start school/work at ____.
7 I finish school/work at ____.
8 I like ____.

7 Work in pairs. Look at your partner's answers to 7. Rewrite them like this.

Pierre lives in a flat in Paris. He goes to school in ....

SOUNDS

1 Listen and repeat.

/ɑː/ dark glasses past
/ʌ/ son mother brother
/ɜː/ skirt shirt work Thursday
/eə/ hair fair their

2 Listen and underline the stressed syllables.

sweater jacket glasses father wallet

Now say the words aloud.

3 Listen and underline the stressed words.

1 I've got a brother and two sisters.
2 He's got fair hair and blue eyes.
3 I live in a house in London.
4 It's half past eight.
5 I don't like Monday mornings.
6 He likes his job.

Now say the sentences aloud.

LISTENING

1 You're going to hear *Three Little Birds*, by Bob Marley. The lines are in the wrong order. Listen and number the lines in the order you hear them.

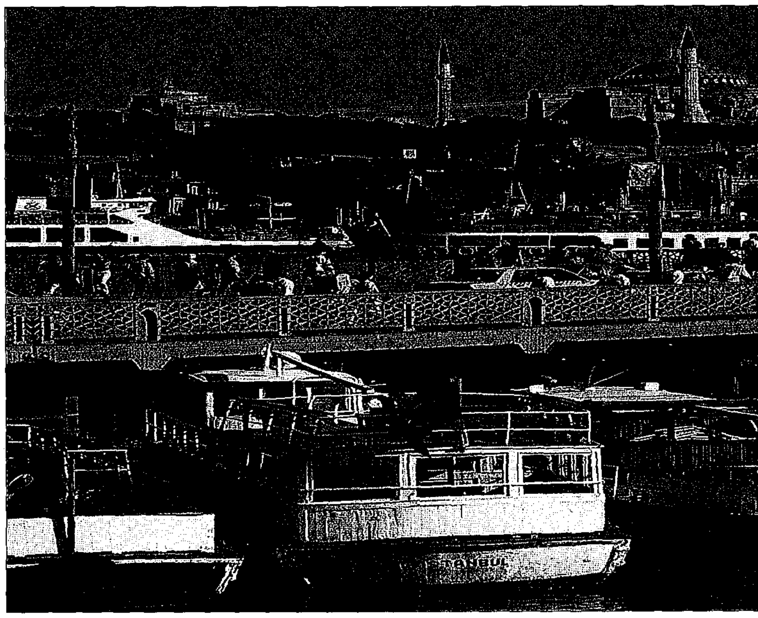
- ☐ Rise up this morning
- ☐ Don't worry about a thing
- ☐ Smiled with the rising sun
- ☐ Singing 'This is my message to you.'
- ☐ 'Cause every little thing's gonna be all right
- ☐ Singing 'Don't worry about a thing
- ☐ Singing sweet songs of melodies pure and true
- ☐ 'Cause every little thing's gonna be all right'
- ☐ Three little birds beside my doorstep

2 Work in pairs and check your answers.

Now listen again and check.

21 Does she go to work by boat?

He/she/it; Yes/no questions and short answers; by



VOCABULARY AND SOUNDS

1 Listen and repeat.

train car bus taxi boat bicycle

walk

Asia Europe America

2 Turn to Communication activity 12 on page 94 and check you know what the words in 1 are.

3 Work in pairs. Say what means of transport you can see in the photo.

4 Listen and repeat.

/eɪ/ train play eight say p. 281 (2)
/ɑː/ car ask father p. 279 (1)
/ʌ/ bus number mother p. 280 (2)
1 /æ/ taxi bag flat have p. 278
/əʊ/ boat go don't p. 281 (3)
/aɪ/ bicycle time arrive – p. 281 (1)
/ɔː/ walk four quarter p. 279

5 Listen and repeat.

car go to work
Do you go to work by car?

bus go to work
Do you go to work by bus?

walk work
Do you walk to work?

READING AND LISTENING

1 Read and complete the chart for Mehmet and Belma.

SALLY Good morning! This is Reward Radio. My name's Sally Fir today on *Going to work ... going home* we're in Turkey or Galata Bridge in Istanbul. Turkey is in Europe and in Asia Galata Bridge is in Europe, but Asia is over there. It's eigh o'clock on Monday morning and this is Mehmet. Mehmet you live here?

MEHMET No, I don't. I live in Asia.

SALLY Do you work here?

MEHMET Yes, I do.

SALLY So you live on the Asian side but you work in Europe?

MEHMET Yes.

SALLY Do you go to work by car?

MEHMET No. I go to work by boat.

SALLY And are you married?

MEHMET Yes. My wife's name is Belma.

SALLY Does Belma work in Istanbul?

MEHMET Yes, she does.

SALLY And does she go to work by boat?

MEHMET No, she doesn't. She goes to work by car.

SALLY Thank you Mehmet. ... Excuse me!



	goes to work by
Mehmet	
Belma	
Leyla	
Mustafa	
John	
Mary	

2 Listen to the rest of the programme and complete the chart.

GRAMMAR

He/she/it; Yes/no questions

Does Mehmet go to work by boat?	*Yes, he does.*
Does Belma go to work by bus?	*No, she doesn't.*
Does he go to work by car?	*Yes, he does.*
Does she walk to work?	*No, she doesn't.*

By

by car by train by bus by taxi

1 Work in pairs and check your answers to *Reading and listening* activities 1 and 2.

Does Mehmet go to work by boat? Yes, he does.

2 Complete.

1 ____ Mehmet ____ in Asia?
2 ____ Belma ____ to work by boat?
3 ____ Leyla ____ in a shop?
4 ____ Mustafa ____ lunch at home?
5 ____ John ____ his parents on Sunday?
6 ____ Mary ____ shopping on Saturday?

3 Answer the questions in 2.

1 Yes 2 No 3 Yes 4 No 5 Yes 6 No

Yes, he does.

SPEAKING

1 Work in pairs and act out the interview in *Reading and listening* activity 1.

2 Act out the interview again, but talk about your journey to school/work.

3 Work with other students. Find someone who:

- goes to work/school by car
- goes to work/school by taxi
- goes to work/school by train
- goes to work/school by bicycle
- goes to work/school by bus
- walks to school/work

Now write their names.

4 Work in pairs.

Student A: Look at Student B's list of names. Ask how they go to school/work. You score one point for each *Yes* answer.

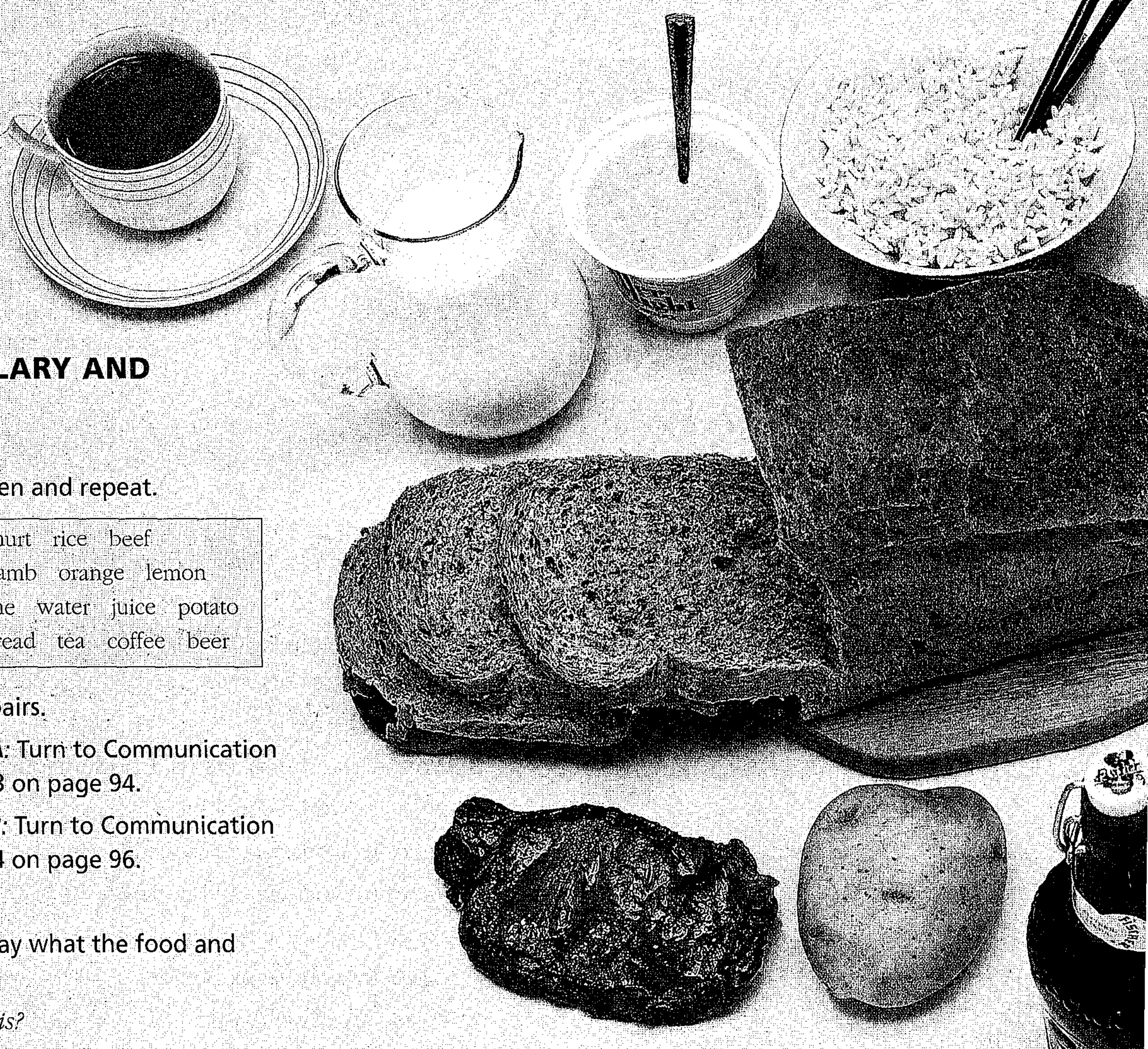
Does Piotr go to school by taxi?

Student B: Show your list of names to Student A. Answer the questions.

Yes, he does.

22 What do they eat in Morocco?

Present simple: *Wh-* questions



VOCABULARY AND SOUNDS

1 Listen and repeat.

milk yoghurt rice beef
chicken lamb orange lemon
apple wine water juice potato
tomato bread tea coffee beer

2 Work in pairs.

Student A: Turn to Communication activity 13 on page 94.

Student B: Turn to Communication activity 24 on page 96.

3 Ask and say what the food and drink is.

What's this?

Milk. And what's this?

4 Complete.

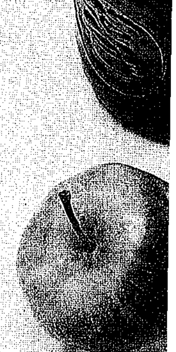
food drink

Food	*Drink*
orange ...	*water ...*

5 Put the food under these headings.

vegetable meat fruit

Which words don't go under these headings?



READING AND LISTENING

1 Read and match the questions and answers.

Food and drink around the world.

1 What food do you eat in your country?
2 What do you drink?
3 When do you have the main meal of the day?
4 What do you have for breakfast?

A The main meal of the day is lunch. We have lunch at one o'clock in the afternoon. During the week, if you work, the main meal is dinner.
B In Argentina we eat meat, especially beef.
C We have coffee and bread.
D We drink beer and wine with our meals, or water and juice.

Now listen and check.

2 Complete the *Argentina* column with the letter corresponding to the correct answer.

Question	Argentina	Morocco	India
1	*B*		
2			
3			
4			

GRAMMAR

> *Wh-* questions
> *What food do you eat in your country?*
> *When do you have the main meal of the day?*

1 Work in groups of three.
Student A: Turn to Communication activity 14 on page 94.
Student B: Turn to Communication activity 25 on page 97.
Student C: Turn to Communication activity 29 on page 97.

2 Work together and complete the Morocco and India columns of the chart with the correct information.

3 Tick (✔) the correct sentence.

1 a When do you drink tea?
  b When you drink tea?
2 a What's he have for breakfast?
  b What does he have for breakfast?
3 a When does she eat?
  b When's she eat?
4 a What do you have for breakfast?
  b What you have for breakfast?

4 Write.

1 what/he/have for breakfast?
2 when/she/have lunch?
3 what/you/eat?
4 what/she/drink?
5 when/they/have the main meal?
6 what food/eat in your country?

What does he have for breakfast?

SPEAKING AND WRITING

1 Work in pairs. Talk about food and drink in your country. Ask and answer the questions in *Reading and listening* activity 1.

2 Write a short paragraph describing food and drink in your country.

In Italy, we eat pasta and pizza.

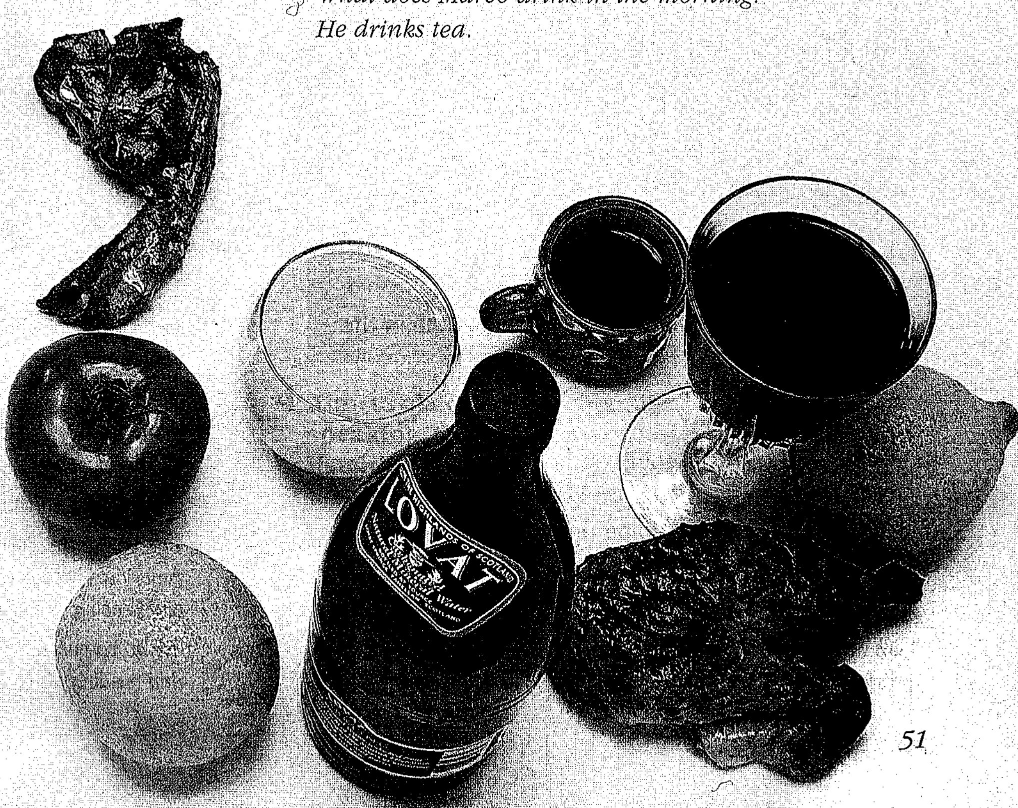
3 Complete.

Find someone who:	Name
drinks tea in the morning	____________
likes beer	____________
doesn't like meat	____________
has a sandwich for lunch	____________
eats pasta	____________
doesn't drink tea	____________
likes French fries	____________
eats burgers for breakfast!	____________

What do you drink in the morning? Tea.

4 Work in groups. Ask and say.

What does Marco drink in the morning?
He drinks tea.



23 I don't like lying on the beach

***Like + -ing*; present simple: negatives**





VOCABULARY

1 Listen and repeat.

reading walking swimming dancing sightseeing skiing lying on the beach eating in restaurants staying in hotels writing postcards sitting in the sun

2 Work in pairs. Look at the pictures. Point and say.

3 Write the words in two columns: *I like* and *I don't like*.

I like: reading, swimming...

I don't like: walking...





READING AND LISTENING

1 Read the passages and say who the people in the photos are.

Going on Holiday

Where do you like going on holiday?
What do you like doing on holiday?
What don't you like doing on holiday?
We talk to people about going on holiday.

'I like walking and sightseeing. I don't like lying on the beach. My girlfriend likes sightseeing, but she doesn't like walking.' *Mick*

'I don't like going on holiday with my family, so I usually go with my friends, to Spain or to Turkey. We have a great tin

'We don't like staying in hotels. We have friends in the Rocl Mountains in the USA so we go skiing with them.' *Carrie*

'I don't like writing postcards but my parents like to get tl write a card to them, and a card to friends.' *Colin*

'I go to Europe during my college holidays. I don't like stay America. I like travelling by train. I also like walking and sightseeing.' *Brad*

'We go to the sea. I don't like swimming but I like sitting in and reading.' *Patrizia*

T or F

2 Say if these statements are true or false.

1 Mick likes lying on the beach.
2 Dave likes going on holiday with his family.
3 Carrie and her husband like staying in hotels.
4 Colin doesn't like writing postcards.
5 Brad likes going to Europe.
6 Patrizia likes swimming.

3 Listen to Gary and Margaret talking about what they like and don't like doing on holiday. Put a tick (✔) by the things they like doing and a cross (✗) by the things they don't like doing.

	Gary	Margaret
reading		
walking		
swimming		
dancing		
sightseeing		
skiing		
lying on the beach		
eating in restaurants		
staying in hotels		
writing postcards		
sitting in the sun		

4 Work in pairs and check your answers.

Gary likes sightseeing but Margaret doesn't.

Now listen again and check.

GRAMMAR

Like + -ing
I like swimming.
Patrizia likes sitting in the sun.
Mick likes walking and sightseeing.

Present simple: negatives
I don't like lying on the beach.
She doesn't like walking.
We don't like staying in hotels.

1 Work in pairs. Check your answers to *Vocabulary* activity 3.

I like swimming but I don't like sightseeing.

2 Correct the false statements in *Reading and listening* activity 2.

Mick doesn't like lying on the beach.

3 *Doesn't* or *don't?* Choose the correct sentences.

1 I doesn't/don't like swimming.
2 He doesn't/don't like staying in hotels.
3 We doesn't/don't like sightseeing.
4 They doesn't/don't like reading.
5 She doesn't/don't like dancing.
6 You doesn't/don't like walking.

SPEAKING AND WRITING

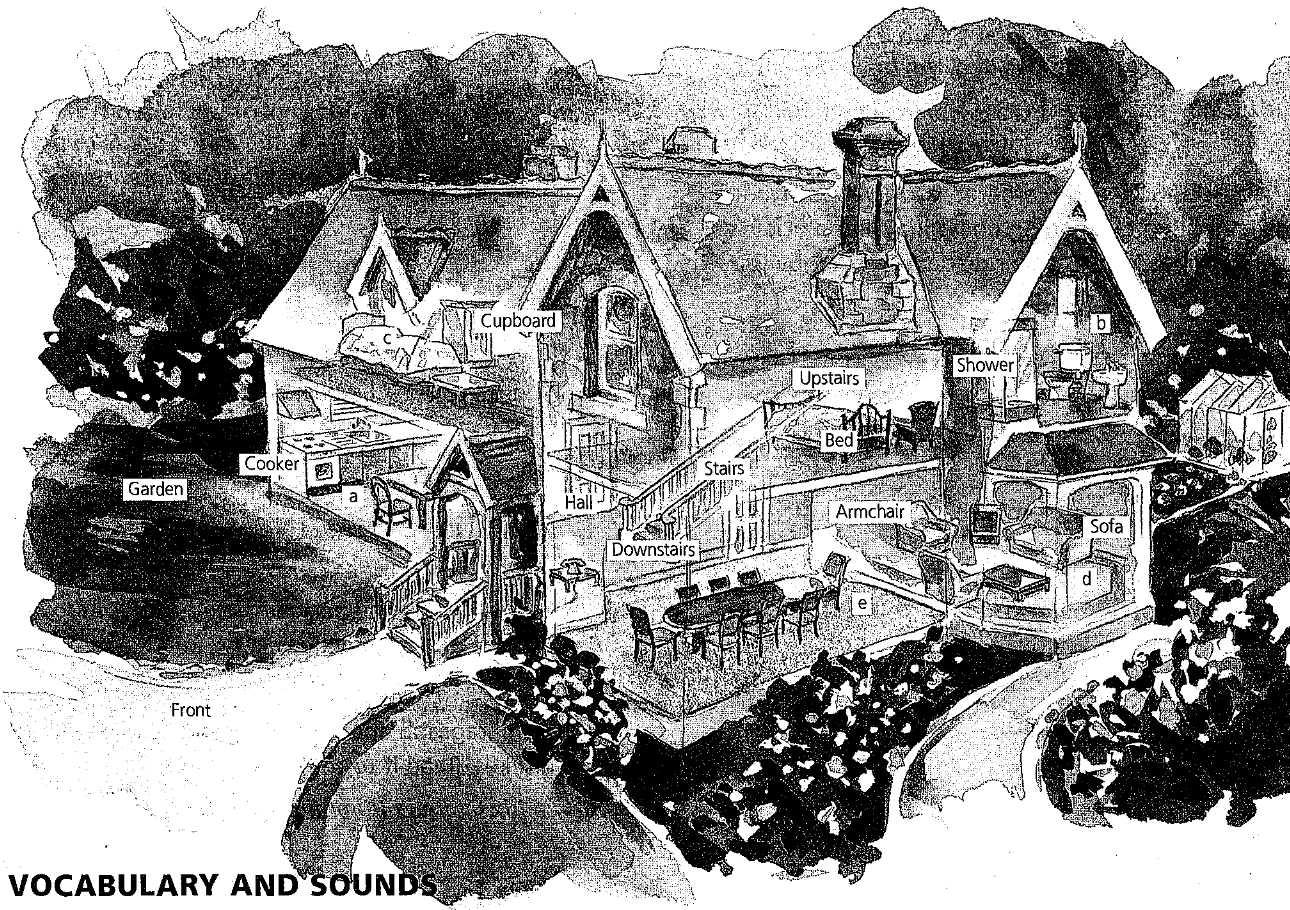
1 Work in pairs. Ask and answer the questions in *Reading and listening* activity 1.

2 Write a paragraph about your partner's holiday likes and dislikes. Read it to the class.

Marco likes going on holiday to Europe. He likes ...

24 There's a telephone in the hall

There is/are; any



VOCABULARY AND SOUNDS

1 Listen and repeat.

kitchen bathroom bedroom living room garden dining room hall

downstairs upstairs front back

small large

2 Read and label the rooms.

The *kitchen, living room* and *dining room* are downstairs.

The *dining room* is at the front.

There is a door from the hall to the *kitchen.*

The *living room* has a window. You see the garden.

There are two *bedrooms upstairs.*

The *bathroom* is upstairs, at the back.

3 Work in pairs. Ask and answer.

What rooms do you have in your home?

4 Listen and repeat.

cooker cupboard armchair sofa bed sho

5 Work in pairs. Look at the picture. Point and s words in 1.

6 Work in pairs. Say what's in each room.

kitchen – cooker, table ...

Now listen and check.

READING AND LISTENING

1 Listen and read. Say how many rooms there are.

'Hello and welcome to *Through the keyhole*, the game where I describe a house and you decide who lives here. Today I'm in a very large and beautiful house in the country. Downstairs there's a living room, a dining room with a window onto a large garden, and a kitchen. In the dining room there's a table and chairs for four people. Upstairs there are five bedrooms and three bathrooms. In the kitchen there's a cooker, a table, and five chairs. There's lots of food – fruit, vegetables but no meat. In the bedroom at the back, there's a large bed, and a television. There aren't any chairs. There's a cupboard with jeans, jackets, skirts and shoes. There's also a tennis racquet. At the moment, we're downstairs in the living room, there's a radio and there are some books, but there isn't a television. There are three sofas and four armchairs, so he or she likes having friends here. There's a table here with lots of photos of the man or woman who lives here, with his or her family.'

2 Listen to descriptions of three people. Who lives in the house?

George Mandelson ☐ Angie Ashton ☐ Frances Peters ☐

3 Work in pairs. Check your answer to 2.

GRAMMAR

> There is/are
> *There's a garden. There are five bedrooms.*
> *Are there any chairs in the dining room?*
> *Yes, there are. No, there aren't. (= there are not)*
> *Is there a shower?*
> *Yes, there is. No, there isn't. (= there is not)*
> Any
> *Plural negative* *There aren't any cupboards in the bathroom.*
> *Plural questions* *Are there any chairs in the kitchen?*

1 Tick (✔) the correct sentence.

1 a Is there a garden?
  b Are there a garden?
2 a There are two chairs.
  b There is two chairs.
3 a There isn't any plants.
  b There aren't any plants.
4 Is there a shower?
  a Yes, there are.
  b No, there isn't.
5 Are there any cupboards?
  a Yes, there are.
  b No, there isn't.
6 Is there a television?
  a Yes, there's.
  b No, there isn't.

2 Look at the picture and write sentences.

1 In the living room, there's ...
2 In the kitchen, there's a table ...
3 In the bedroom, ...
4 In the bathroom, ...

3 Work in pairs. Ask and answer questions about the house in the picture.

Are there any chairs in the dining room?
Yes, there are.

SPEAKING AND WRITING

1 Work in pairs.

Student A: Turn to Communication activity 28 on page 97.

Student B: Turn to Communication activity 35 on page 99.

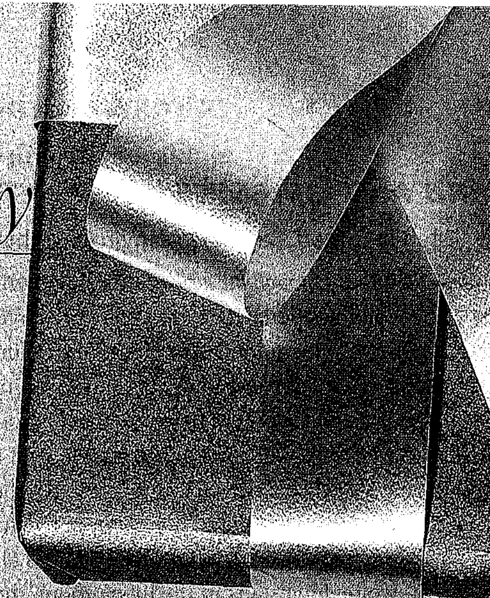
2 Write a description of a room in your house.

In my bedroom there are some cupboards . . .

25 *I usually have a party*

Present simple: adverbs of frequency





VOCABULARY AND SOUNDS

1 Put t months in the right order.

April	August	December	February	January	July
June	March	May	November	October	September

Listen an check 1. As you listen, repeat the words.

3 Match.

first	second	third	fourth	fifth	sixth	seventh
eighth	ninth	tenth	eleventh	twelfth		

9th 7th 3rd 6th 10th 12th 1st
5th 2nd 8th 11th 4th

4 Say these numbers.

13th 14th 15th 16th 17th 18th 19th 20th
21st 22nd 23rd 24th 25th 26th 27th
28th 29th 30th 31st

Now listen and repeat.

5 istenand e eat.

READING AND SPEAKING

Read and find answers to the questions.

1 What do you usually do on your birthday?
2 Who do you usually spend your birthday with?
3 Do you usually get presents and birthday cards?



GRAMMAR

> **Present simple: adverbs of frequency**
> *I **always** have a party.* 100%
> *I **usually** go out with friends.*
> *I **often** go to a restaurant.*
> *I **sometimes** invite friends home.*
> *I **never** do anything special.* 0%

1 Answer the question.

Where do you put the adverb of frequency?

2 Decide where the adverbs in brackets go.

1 He goes out with friends. (often)
2 They have a party. (never)
3 She sees her parents. (usually)
4 Do you go out to a restaurant? (often)
5 I have a drink with some friends. (sometimes)
6 I get some cards and presents. (usually)

LISTENING AND SPEAKING

1 Look at the statements in the chart below. Tick (✓) the statements which are true for you or correct them with a suitable adverb of frequency.

2 Listen to Karen, Pete and Molly and tick (✓) the statements which are true for them.

3 Work in pairs and check your answers to 2.

Karen always has a party.

4 Work in pairs and complete the *Your partner* column.

What do you do on your birthday?
I usually go out with friends.

5 Find people with a birthday:

in the same month.
on the same day.
What do they do?

	You	Karen	Pete	Molly	Your partner
I always get presents and birthday cards.					✓
I usually go out with friends.					✓
I often go to a restaurant.					✓
I sometimes invite friends home.					✓
I always have a meal with my family.					✓
I usually have a party.					
I never do anything special.					

26 I can cook

Can for ability



PARENTS NEED HELP!
Do you like children? Do you like to travel? Can you speak English? Can you play the guitar? Have you got six weeks in July and August?
We need someone to go on holiday with us to the USA and help us with our three children.
Write to Mr and Mrs Burroughs, 11, Belsize Park, London.

FLAT SHARE
Three students need a fourth who can sing, do the shoppi
ride a bicycle and cook to share a flat in Finchley.
£250 per month. Write to 4, Kings Close, Bromley

INTERNATIONAL SUMMER SCHOOL ASSISTANT needed.
Can you swim, play the piano, speak any languages, play te
and football? You can? Do you need a holiday job?
Great! Ring Dave on 27566.

SECRETARY needed.
We need someone to use a computer and understand
for three mornings/week. Some weekend work. Ring (

VOCABULARY AND SOUNDS

1 Listen and repeat.

dance	swim	draw	cook	sing	drive	type

2 Turn to Communication activity 30 on page 97.

3 Match the words in the two boxes.

play	ride	use	speak	understand

piano bicycle football computer guitar French
English Italian tennis

play the piano

Now look at the adverts and check your answers.

4 Look at the cartoon and check you understan
words.

need help

5 Listen and repeat.

/æ/ Can you swim? — Yes, I can.
Can you type? — No, I can't.

/æ/ Can you use a computer? — No, I can't.

/ə/ I can swim. — I can play the p
I can't use a computer.

READING AND LISTENING

1 Read the adverts in *Do you need help?* Make notes on what each person needs to do.

2 Read the interview. Which advert is it for?

INTERVIEWER	So, are you a student?
FRANK	____
INTERVIEWER	And you need a holiday job?
FRANK	____.
INTERVIEWER	Can you swim?
FRANK	____.
INTERVIEWER	And music? Can you play the piano?
FRANK	____. But I can play the guitar.
INTERVIEWER	OK, and can you speak any languages?
FRANK	____. I can speak French and German.
INTERVIEWER	And what about sport? Can you play tennis and football?
FRANK	____.
INTERVIEWER	Good.

3 Work in pairs and guess what Frank says.
Now look at the notes you made in 1 and listen. Put a tick (✔) by the things he can do.

GRAMMAR

Can	
Can you swim?	*Yes, I can.*
Can you play the piano?	*No, I can't.*
Can he swim?	*Yes, he can.*
Can he play the piano?	*No, he can't.*
I can swim. He can dance.	*She can cook.*
I can't cook. He can't drive.	*She can't play the piano.*

1 Work in pairs. Act out the interview in *Reading and listening* activity 2.

2 Say what Frank can and can't do.
He can swim, but he can't play the piano.

3 Work in pairs. Act out the interview again. Give true answers. Change round when you're ready.

4 Work in pairs. Look at the other adverts. Which things can you do?
I can speak English, but I can't play the guitar.

5 Work in new pairs. Tell each other what your old partner can and can't do.
Fabrice can speak English but he can't play the guitar.

LISTENING AND SPEAKING

1 Listen to two more interviews, with Janie and Lois, for the job. Write what each person can do.
Janie - swim, play the piano

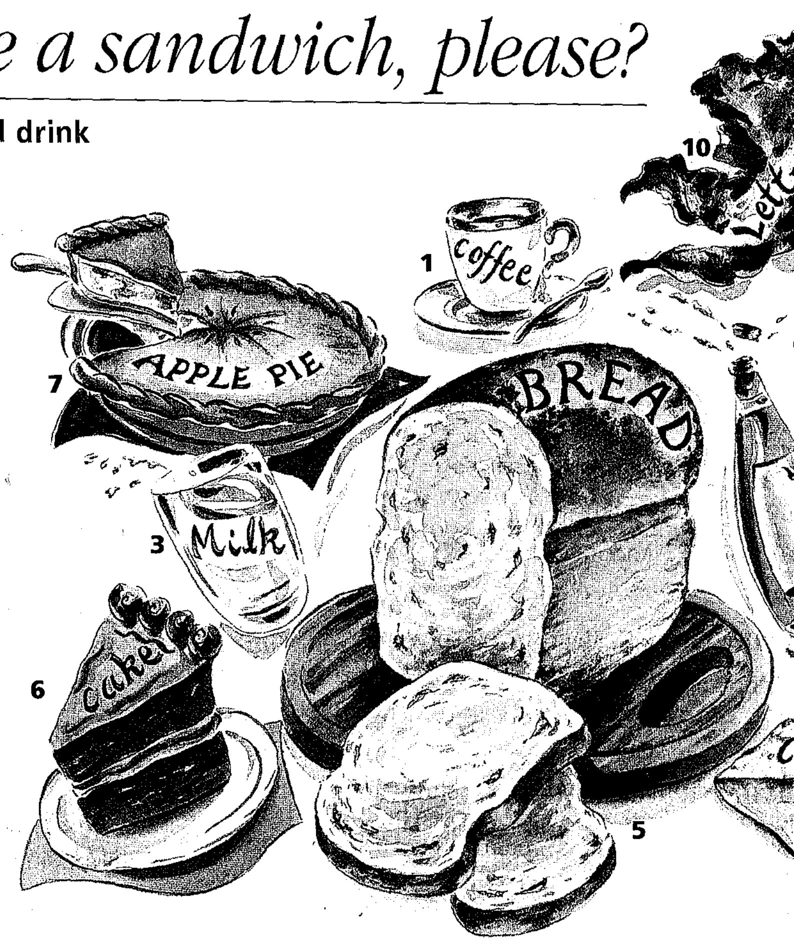
2 Work in pairs. Who gets the job?

3 Work in groups of four. Choose one of the adverts.
Student A: You need help. Write questions you want to ask Students B, C and D.
Students B, C and D: You need a job. Working alone, think about what you can do for the job.

4 Act out job interviews in your groups.

27 *Can I have a sandwich, please?*

Talking about food and drink



VOCABULARY AND SOUNDS

1 Listen and repeat.

coffee orange milk water bread
cake apple pie cheese tomato lettuce

2 Work in pairs. Look at the picture. Point and say.

3 Listen and repeat.

cup glass bottle piece

4 Listen and repeat.

/ə/ a cup of coffee
a cup of tea

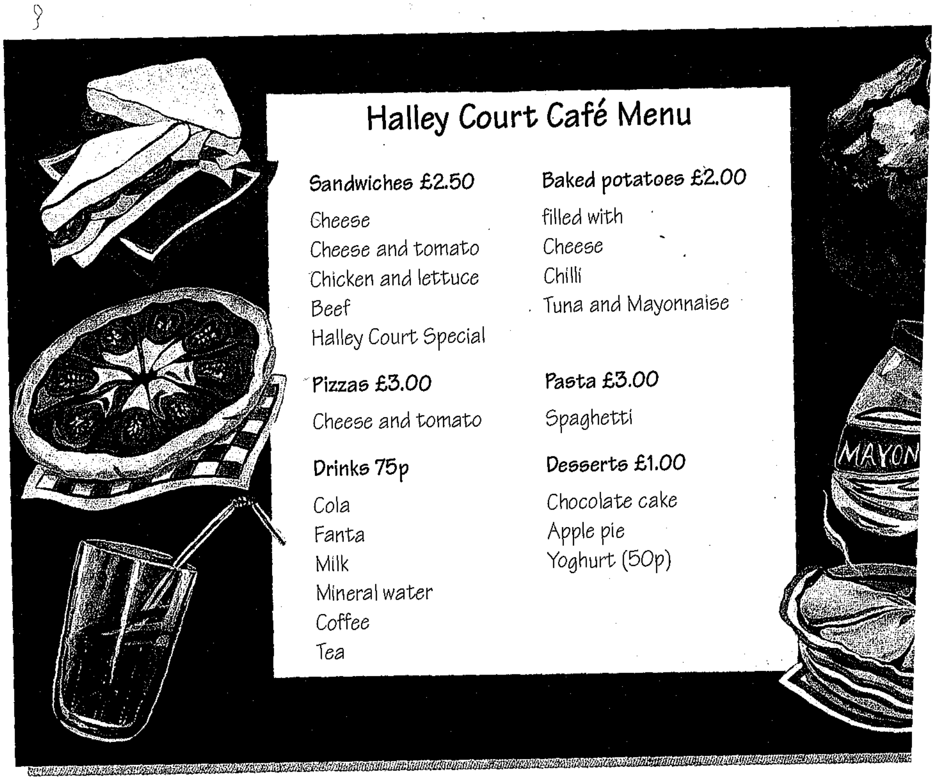
a glass of wine
a glass of milk

a bottle of wine
a bottle of water

a piece of cake
a piece of cheese
a piece of pie

Now point and say.

LISTENING



26.10.12

1 Decide where these sentences go.

a A piece of chocolate cake, please.
b OK, can I have a Halley Court Special, please?
c Thank you very much.
d A cup of coffee, please.
e Yes, what's a Halley Court Special?
f How much is it?

WAITER Can I help you?
JANE (1) e
WAITER It's a sandwich with chicken, lettuce, tomato and mayonnaise.
JANE (2) f
WAITER It's £2.50.
JANE (3) b
WAITER Certainly. And anything to drink?
JANE (4) d
WAITER OK, a Halley Court Special and a cup of coffee. Anything else?
JANE (5) a
WAITER Thank you, . . . OK, a Halley Court Special, a cup of coffee and a piece of chocolate cake. Here you are.
JANE (6) c
WAITER Enjoy your meal.

2 Work in pairs and check your answers to 1.
Now listen and check.

FUNCTIONS

Talking about food and drink

What's a Halley Court Special?	*How much is it?*
Can I have a sandwich?	*Can I have a cup of coffee?*
Anything to drink?	*Anything to eat?*
Anything else?	*Enjoy your meal.*
Here you are.	
Thank you.	

1 Look at the expressions in the functions box. Who says them, *waiter* or *customer*?

Waiter *Anything to drink?*

Customer *What's a Halley Court Special?*

2 Work in pairs. Act out the conversation in *Listening* activity 1.

LISTENING AND SPEAKING

1 Make a list of food and drink words from this lesson and from Lesson 22.

2 Listen to Finn and Selina talking about food and drink. Use the list from 1 and tick (✔) the things they like and cross (✗) the things they don't like. Add any items they like or don't like.

3 Work in pairs. Guess what they choose from the menu in *Listening* activity 1.
Now listen and check.

4 Work in pairs. Act out conversations in the café. Use the menu in *Listening* activity 1. Ask and say.

Can I help you?
Yes, can I have a baked potato?

5 Write a typical restaurant menu for your country.

Pasta ...

Pizza ...

6 Work in groups of four or five.

Student A: You're a waiter. Act out a conversation with Students B, C and D. Use the menu you wrote in 5.

Students B, C and D: Look at Student A's menu. Act out a conversation in a restaurant.

Can I help you?
Yes. I'd like some pasta, please.

H/w: AE p. 54, p. 56
к диктанту
– Practice p. 55
– Gr+Voc. p 36 № 1, 2, p. 37 № 5, 6 p. 41 № 16, 17

28 Where's the station?

Asking for and giving directions

VOCABULARY AND SOUNDS

1 Listen and repeat.

bank pub baker cinema chemist
market station restaurant library
bookshop car park post office

2 Use some of the words in 1 and complete the map.

3 Work in pairs.

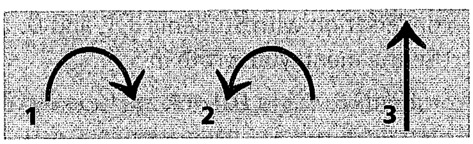
Student A: Turn to Communication activity 31 on page 98.

Student B: Turn to Communication activity 41 on page 101.

Now complete the rest of the map.

4 Match the words and expressions with the signs.

turn left go straight ahead turn right



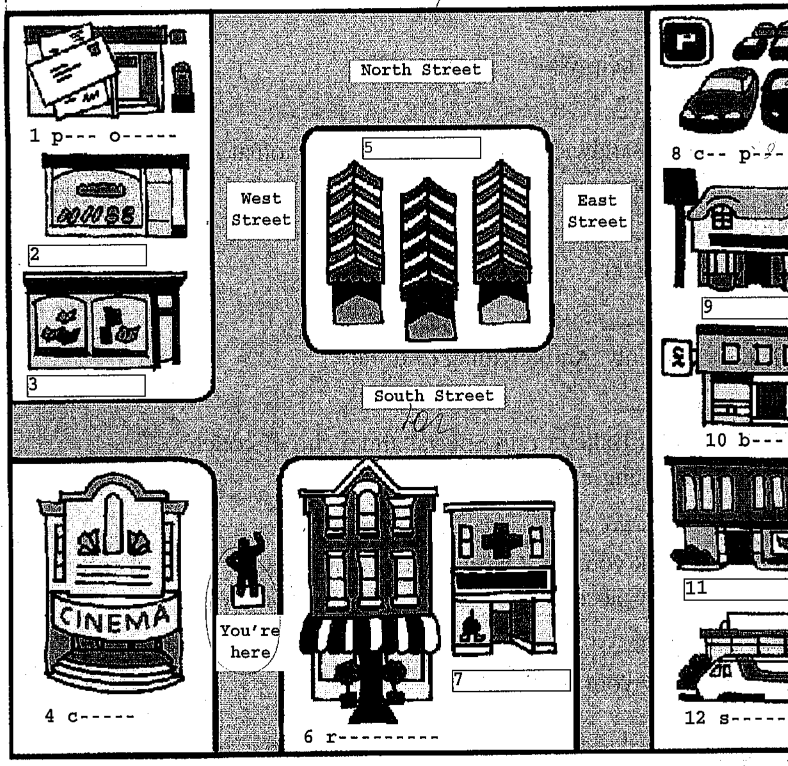
LISTENING

1 Match the question and answers.

1 Where's the station?
2 Where's the bookshop?
3 Where's the market?
4 Where's the chemist?

a It's in North Street.
b It's in West Street.
c It's in South Street.
d It's in East Street.

Now listen and check.



2 You're at the point marked YOU'RE HERE. Match the questions and answers.

1 Where's North Street?
2 Where's West Street?
3 Where's South Street?
4 Where's East Street?

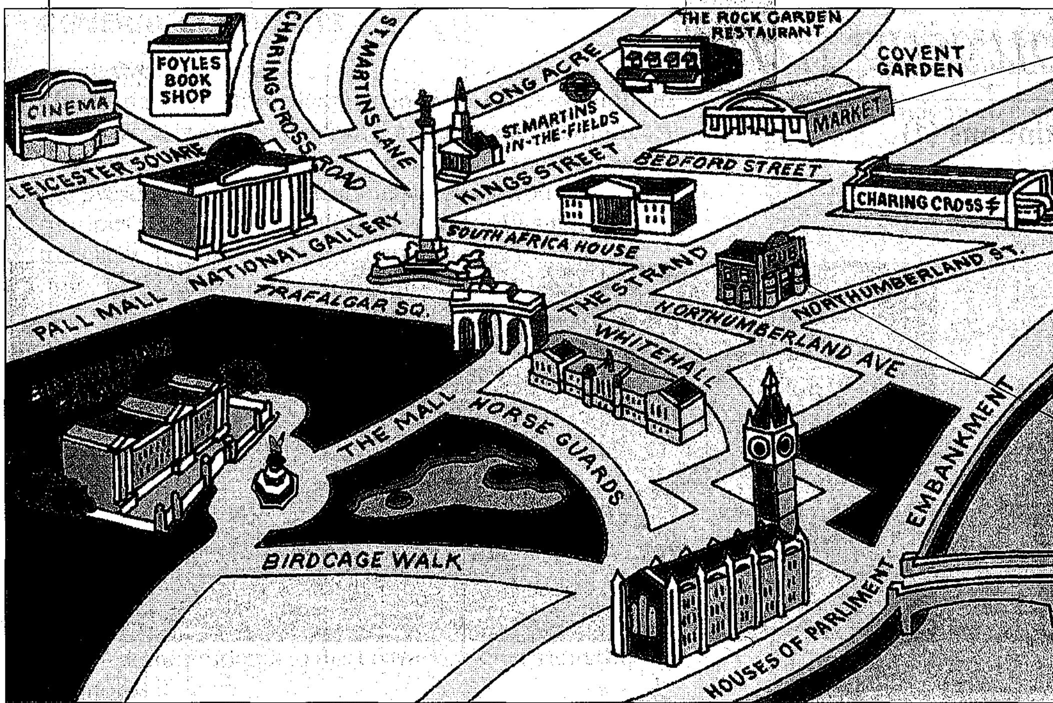
a Turn right.
b Go along West Street. Turn rig
North Street.
c Turn right into South Street. Tu
into East Street.
d Go straight ahead.

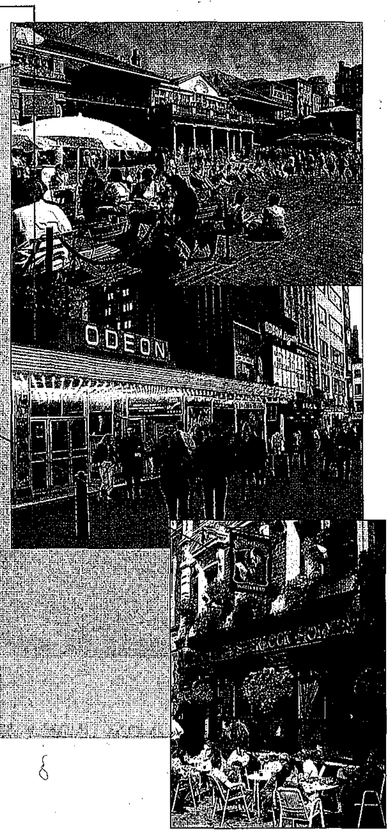
Now listen and check.

3 Listen to four people and follow their routes. Say where t
want to go.

First person - post office

4 Work in pairs and check your answers.





FUNCTIONS

> Asking for and giving directions
>
> *Where's the station?* — *It's in East Street.*
> *Where's West Street?* — *Go along South Street.*
> *Turn left. Turn right.*
> *It's on the left. It's on the right.*
> *It's straight ahead.*

1 Complete.

Where's the post office?

_____ in West Street.

_____ West Street?

Go _____ South Street and _____ right. It's on the _____.

2 Look at the map on this page. Write sentences and say where these places are.

Sherlock Holmes pub   Charing Cross Station
Odeon cinema   Covent Garden market
Foyles bookshop

3 Work in pairs. Decide where you are on the map. Now write directions to the places in 2.

Where's Charing Cross Station?

Go along Pall Mall. Turn right into Trafalgar Square. Turn left into the Strand. Go straight ahead and it's on the right.

LISTENING AND READING

1 You're tourists on a walking tour of London. Listen and point to where you are. Now point to these places:
– Buckingham Palace – The Houses of Parliament.

2 Read *Walking tour of Covent Garden and Trafalgar Square* and point.

Walking tour of Covent Garden and Trafalgar Square

Start your tour at Trafalgar Square. Go along Northumberland Avenue and turn left into Northumberland Street, where the Sherlock Holmes pub is. Turn left into the Strand and go past Charing Cross Station. Go along the Strand and turn left into Bedford Street. The old Covent Garden Market is on the right.

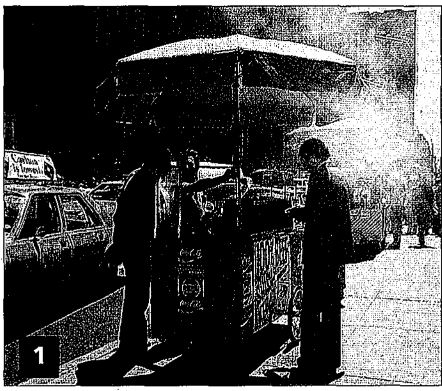
WRITING

Write a walking tour of your city/town.

Start your tour at the station. ...

29 *He's buying lunch*

Present continuous (1)

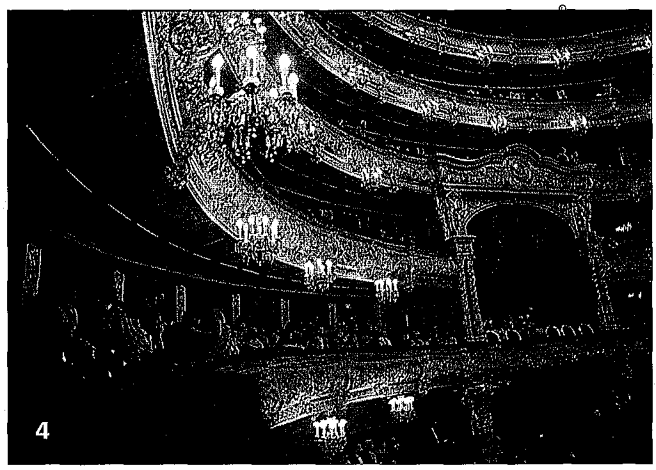

1



2


3

VOCABULARY AND READING


4

1 Match the sentences with the photos.

buy sit run drive stand

a He's buying lunch.

b They're sitting in a theatre.

c They're running.

d They're standing in a queue.

e They're driving to work.

2 Say where you think the people in the photos are.

A In London at the moment, people are stopping work and leaving their offices. They're standing in queues for buses, running for trains or walking to pubs or cafés and having something to eat.

B In New York at the moment, people are having something to eat and drink, such as a sandwich and coffee. They're seeing friends and having lunch or shopping.

C In Moscow at the moment, some people are having dinner in restaurants, going to the theatre or having a coffee in bars. Many families are at home. They're watching television, reading the newspaper or playing games.

D In Hong Kong at the moment, most people are lying in bed asleep, but some people are standing in queues outside clubs, or are inside and drinking or dancing.

E In Los Angeles at the moment, people are getting up, washing, getting dressed and having breakf or driving to work.



GRAMMAR

Present continuous (1)

Present participle form

play – playing drink – drinking
stand – standing run – running
shop – shopping lie – lying sit – sitting

I'm playing tennis.	*(= I am)*
You're standing in a queue.	*(= you are)*
We're driving to work.	*(= we are)*
They're sitting in a bar.	*(= they are)*
He's buying a newspaper.	*(= he is)*
She's running.	*(= she is)*
It's stopping.	*(= it is)*

1 Complete the sentences.

You form the present continuous with the verb ____ and the present participle. You use ____ with *I*. You use ____ with *we, you* and *they*. You use ____ with *he, she* and *it*.

2 Look at the passages in *Vocabulary and reading* activity 3 and write the *-ing* form of the following verbs.

dance drink get dressed drive get up
have lie play read run see shop
stop walk wash watch

3 Look at the verbs in 2. Put them in groups.

Verbs ending in *-e*: *dance*

Verbs ending in two vowels: *lie*

Verbs ending in *n, p, t*: *run*

Now write the present participle with these verbs.

4 Say what people are doing at the moment.

1 My father/mother ____.
2 My sister/brother ____.
3 My friend ____.
4 My teacher ____.
5 I ____.
6 We ____.

1 My mother is going to work.

SOUNDS

1 [cassette] Listen and tick (✔) the correct words.

1	a stand in	b standing	5	a play in	b playing
2	a read in	b reading	6	a run in	b running
3	a shop in	b shopping in	7	a lie in	b lying
4	a sit in	b sitting	8	a write in	b writing

2 [cassette] Listen and repeat the words in 1.

SPEAKING

1 Work in pairs. Turn to Communication activity 32 on page 98.

2 Work in pairs. Say

– what the time is at the moment

It's 3 pm.

– what people are doing at the moment in your country

In my country, people are ...

– what people are doing in London, New York, Moscow, Hong Kong and Los Angeles at the moment.

In London, people are ....

30 *He isn't having a bath*

Present continuous (2): negatives; questions

LISTENING AND VOCABULARY

1 Match the *wh-* questions with the correct picture.

a What's he doing?
b What's she doing?
c What are they doing?

Now work in pairs and check your answers.

2 Match the *yes/no* questions with the correct picture.

d Is she talking to her daughter?
e Is she making tea?
f Is he listening to the radio?
g Is he having a bath?
h Are they waiting for a bus?
i Are they having dinner?

3 Listen and check your answers to 1 and 2.

Picture 1 What's he doing?
Is he listening to the radio?

4 Match.

talk wait listen

for to

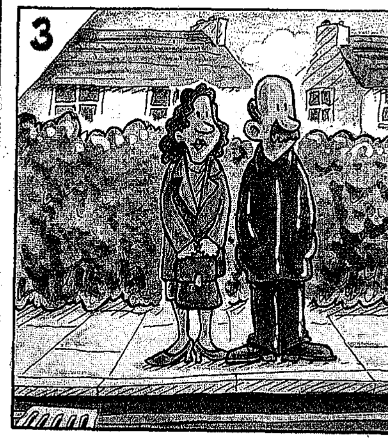
5 Match.

make have

coffee tea lunch dinner
a bath shower

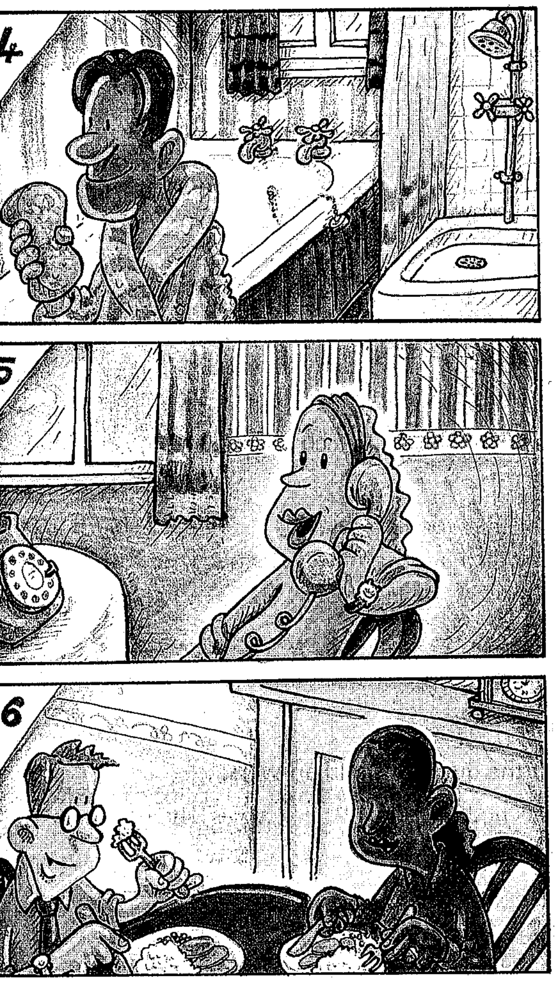






6 Listen and tick (✔) the right sentences.

1 a He's listening to the radio. ☐ b He's listening to the CD.
2 a She's making tea. ☐ b She's making coffee.
3 a They're waiting for a bus. ☐ b They're waiting for a tax
4 a He's having a bath. ☐ b He's having a shower.
5 a She's talking to her son. ☐ b She's talking to her daug
6 a They're having dinner. ☐ b They're having lunch.



GRAMMAR

Present continuous (2): negatives

I'm not having	*(= am not)*
he isn't having	*(= is not)*
she isn't having	
you aren't having	*(= are not)*
we aren't having	
they aren't having	

Questions

Are you having?	*Yes, I am.* *No, I'm not.*
Are they having?	*Yes, they are.* *No, they aren't.*
Is he/she having?	*Yes, he/she is.* *No, he/she isn't.*
What are you doing?	*What are they doing?*
What is he doing?	*What is she doing?*

1 Write answers to the questions in *Listening and vocabulary*, activity 2.

Is he listening to the radio?

No, he isn't. He's listening to a CD.

2 Tick (✔) or correct the sentences.

At the moment, ...
1 ... my teacher is dancing.
2 ... my friends are playing badminton.
3 ... my teacher is wearing a yellow hat.
4 ... I'm reading the newspaper.
5 ... I'm lying on the beach.
6 ... we're having breakfast.

My teacher isn't dancing. She's working.

3 Write questions.

1 you are speaking English
2 your teacher is reading
3 your friends are listening to the teacher
4 your brother is going to work/school
5 your mother/wife/husband is waiting outside
6 you are writing questions

Are you speaking English?

4 Answer the questions you wrote in 3.

SPEAKING AND WRITING

1 Work in pairs. Turn to Communication activity 33 on page 98.

2 Write down as many differences between the pictures as you can in 1 minute.

Progress check 21–30

VOCABULARY

1 Look at the words below. They are all nouns.

a car the bicycle a chicken a bathroom
the bedroom a piano the cinema a restaurant

Look at these words. They are all verbs.

draw sing use speak buy have

Now look at these words. They are all adjectives.

blue large small red this

These words are all pronouns.

I you he she it we they

These words are all prepositions.

in at on under from to by

These words are all adverbs.

always often sometimes

Work in pairs and say what *part of speech* (noun, verb, adjective, pronoun or preposition) these words are.

noun verb adjective pronoun preposition

white at kitchen we black sofa take to understand they read from

2 Here are the titles of Lessons 21 – 30. Say what part of speech the underlined words are.

Does she go to work by boat?
I can cook.

What do they eat in Morocco?
Can I have a sandwich, please?

I don't like lying on the beach.
Where's the station?

There's a telephone in the hall.
He's buying lunch.

I usually have a party.
He isn't having a bath.

3 Some verbs and nouns often go together.

go to work have breakfast play the piano
speak English make coffee get up

Which verbs go with these nouns?

dressed the guitar to school French tea dinner

4 Look at the words in Lessons 21 to 30 again. Choose words which are useful to you and write them in your *Wordbank* in the Practice Book.

GRAMMAR

1 Match the questions and answers.

1 Does he like football?	a Yes, she does.
2 Do you like Cola?	b No, I don't.
3 Are you married?	c Yes, he is.
4 Is he French?	d Yes, he does.
5 Does she walk to school?	e No, they don't.
6 Do they go by train?	f No, I'm not.

2 Write questions.

1 what/you/eat/at dinner?
2 what/he/like doing on holiday?
3 when/they/have breakfast?
4 where/she/have her meals at home?
5 how/you/get to work?
6 when/you go to school?

What do you eat at dinner?

3 Complete with *don't* or *doesn't*.

1 I ____ like swimming.
2 He ____ like staying in hotels.
3 She ____ write postcards.
4 We ____ go on holiday.
5 You ____ like skiing.
6 They ____ like meat.

Put the adverbs in the right position.

1 I go swimming at the weekend. (often)
2 We go to the cinema on Sundays. (sometimes)
3 They go to a restaurant with friends. (always)
4 He goes out on Sunday. (never)
5 She invites her friends to her flat. (usually)
6 You have a shower in the morning. (always)

Write sentences saying what Pete can and can't do.

1 Can he swim? ✓
2 Can he drive? ✗
3 Can he use a computer? ✓
4 Can he play the piano? ✓
5 Can he cook? ✗
6 Can he speak French? ✗

Correct these sentences and say what people are doing at the moment.

1 They're singing. (dance)
2 She's playing the guitar. (play the piano)
3 He's running. (swim)
4 They're playing football. (play tennis)
5 He's eating. (drink)
6 She's washing. (cook)

They aren't singing. They're dancing.

OUNDS

Listen and repeat.

/aɪ/ wine knife ninth drive rice
/ɪ/ drink swim sing sit
/uː/ spoon room
/iː/ eat read speak leave
/ʊ/ book cook look football

Listen and underline the stressed syllables.

bicycle vegetable telephone restaurant library
America December September computer

Now say the words aloud.

3 Underline the stressed syllables.

Asia February November sightseeing eleventh

Now listen and check. As you listen, say the words aloud.

4 Listen to and repeat the first three sentences of *Grammar* activity 6.

1 They aren't <u>singing</u>. They're <u>dancing</u>.
2 She isn't playing the <u>guitar</u>. She's playing the <u>piano</u>.
3 He isn't <u>running</u>. He's <u>swimming</u>.

5 Underline the stressed words in the last three sentences of *Grammar* activity 6.

Now listen and check. As you listen, say the sentences aloud.

LISTENING

1 You're going to hear *Daniel,* by Elton John. The words below are not the exact words of the song. Listen and underline anything which is different.

Daniel is travelling tonight on a train
I can see the red tail lights heading for Spain,
Oh, and I can't see Daniel waving goodbye,
God, it looks like Daniel, must be the clouds in my ears.
They say Spain's pretty, though I've never been,
Well, Daniel says it's the next place that he's ever seen,
Oh and he should know who's been there enough,
Lord, I miss Daniel, oh I miss him so much.
Oh, Daniel my father,
You are older than him
Do you still feel the train
Of the scars that won't heal?
Your eyes have died, but you see more than I,
Daniel, you're a car in the place of the sky.

2 Work in pairs and check your answers. Can you correct the words you underlined?

Now listen again and check.

31 We're going to Australia

Present continuous (3): future plans

VOCABULARY

1 Listen and repeat.

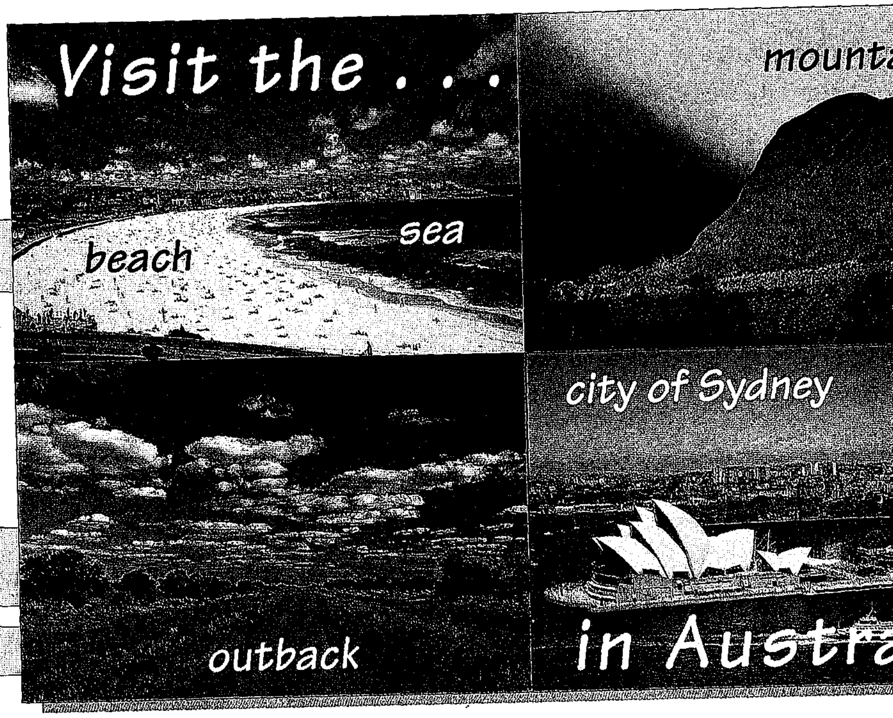
beach sea city outback mountains

2 Work in pairs. Point and say.

3 Check these words in the dictionary, then match the verbs and nouns.

meet spend wear camp get pack

cases tickets plane hat



103 Creswell Avenue
Sydney
New South Wales

Dear Mum and Dad,

Thanks for your letter. It's great that you're coming! Here's what we're doing. You're arriving on Sunday 29 December and Bruce is meeting you at the airport. You're staying with us in Sydney for a week and then, on Sunday, we're driving to Port Stephens (it's about three hours away).

We're spending a week in a hotel on the beach there (you can go swimming, sailing or just lie in the sun!).

After this we're going to Cobar, a town in the outback. We're camping for a week here. It's always very hot, so bring a hat to wear! Then it's back to England for you.

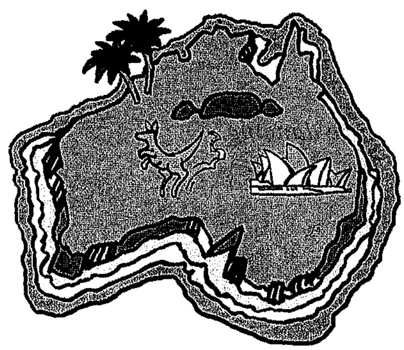
Looking forward to seeing you soon.

Lots of love,

Fran

xxx

PS Bruce sends his best wishes too.



READING AND LISTENING

1 Read the letter and write short answers to the questions.

1 Where are Fran's parents going?
2 Who is meeting them at the airport?
3 Where are they staying in Sydney?
4 Where are they going after Sydney?
5 Where are they staying?
6 Where are they going then?
7 Are they staying in a hotel?

2 Complete the conversation between Fran's parents, Don and Sue, and a friend, Tony.

TONY What are your plans for the holiday? Where are you going?

DON We're ____ to Australia.

TONY Australia!

SUE Yes, for three weeks. We're ____ with Fran in Sydney. We're spending a week there.

DON And then we're ____ to Port Stephens, about three hours away, and we're ____ a week on the beach.

TONY Wonderful!

SUE Then we're ____ to a town called Cobar in the outback. We're ____ there.

TONY Well, have a great time!

DON Thanks. What are you doing?

TONY Oh, I'm staying at home.

Now listen and check.

GRAMMAR

> Present continuous (3): future plans
> *I'**m** stay**ing** at home.*
> *You'**re** arriv**ing** on Sunday 29 December.*
> *He'**s** meet**ing** you at the airport.*
> *We'**re** go**ing** to Cobar.*
> *They'**re** spend**ing** a week in Sydney.*

1 Answer the question.

Can you use a present tense to talk about the future in your language?

2 Tick (✔) the true statements.

You can use the present continuous:

- to talk about definite arrangements in the future ☐
- to talk about something happening at the moment ☐
- to talk about habits and routines ☐

3 Write full answers to the questions in *Reading and listening* activity 1.

They're going to Australia.

4 Look at the diary. Say what Fran's parents are doing next week.

5 Complete the diary with things you're doing next week.
Now work in pairs. Ask and say what you're doing next week.

What are you doing on Monday?

I'm going to my English lesson.

LISTENING AND SPEAKING

1 Listen to a phone call from Fran. Underline any plan in the letter which is different from what you hear.

2 Work in pairs and say what the new plans are.

Bruce isn't meeting them at the airport. Fran's meeting them at the airport.

Now listen again and check.

3 Work in pairs. Plan a trip to somewhere special. Say:

- where you're going
- what you're doing

4 Tell the rest of the class what your plans are.

We're flying to London. We're staying ...

December

MONDAY
Get plane tickets

TUESDAY
Go to doctor

WEDNESDAY
Get visas from Australia House

THURSDAY
Pack cases

FRIDAY
Stay the night at friend's house

SATURDAY
Get the plane

SUNDAY

32 *Let's go to the cinema*

Making suggestions; accepting and refusing; talking about the cinema and theatre











VOCABULARY

1 Listen and repeat.

cinema theatre gallery club concert hall

exhibition play music concert film

2 Work in pairs. Point and say.

LISTENING

1 Listen and read.

A
STEVE Let's go to a club this evening.
ANNA I'm sorry but I don't like clubs.
STEVE OK. Well, let's go to the cinema.
ANNA I'm sorry but I don't like films.
STEVE How about going to the theatre, then?
ANNA I'm sorry but I'm busy this evening. I'm going out with Jack.
STEVE Oh!

B
TOM Let's go to the cinema.
ALISON Yes, OK. What's on?
TOM The new James Bond film.
ALISON Where's it on?
TOM At the Odeon.

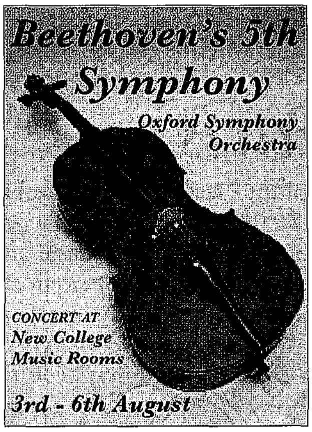
2 Complete.

JACK Let's go to the cinema.
ANNA (1) ____
JACK How about going to the theatre, then?
ANNA (2) ____
JACK An Agatha Christie play.
ANNA (3) ____
JACK At the Theatre Royal.
ANNA (4) ____

a Where's it on?
b Yes, OK. What's on?
c Great!
d I'm sorry but I don't like films.

Now listen and check your answers.











SOUNDS

1 Listen and read.

Let's go to the cinema.
How about going to the theatre?
Let's go to an exhibition.
How about going to a concert?
Now say the sentences aloud.

2 Listen and repeat.

I'm <u>sorry</u> but I <u>don't</u> like <u>clubs.</u>
I'm <u>sorry</u> but I'm <u>busy</u> this <u>evening.</u>
I'm <u>sorry</u> but I <u>don't</u> like <u>Picasso.</u>

3 Underline the stressed words.

I'm sorry but I don't like music.
I'm sorry but I'm busy tomorrow evening.
I'm sorry but I don't like Spielberg.
Now listen and repeat.

FUNCTIONS

Making suggestions
Let's go *to the cinema.*
How about *going to the theatre?*

Accepting	Refusing
Yes, OK.	***I'm sorry but*** *I don't like films.*
	I'm sorry but *I'm busy.*

Talking about the cinema and theatre

What's on?	*The new James Bond film./The new Agatha Christie play.*
Where's it on?	*At the Odeon/Theatre Royal.*

1 Complete.

1 A ____ go to the cinema.
B I'm ____ but I'm busy.
A ____ about going tomorrow night?
B Yes, ____.

2 A ____ go to the theatre.
B Yes, ____.

2 Put the words in the correct order to form sentences.

1 I'm don't films but I like sorry
2 sorry I'm evening but busy this I'm
3 go exhibition to an let's
4 to concert how going about a?

3 Work in pairs and act out the conversations in *Listening* activities 1 and 2.

4 Look at the posters in *Vocabulary* activity 1. Work in pairs and act out conversations.

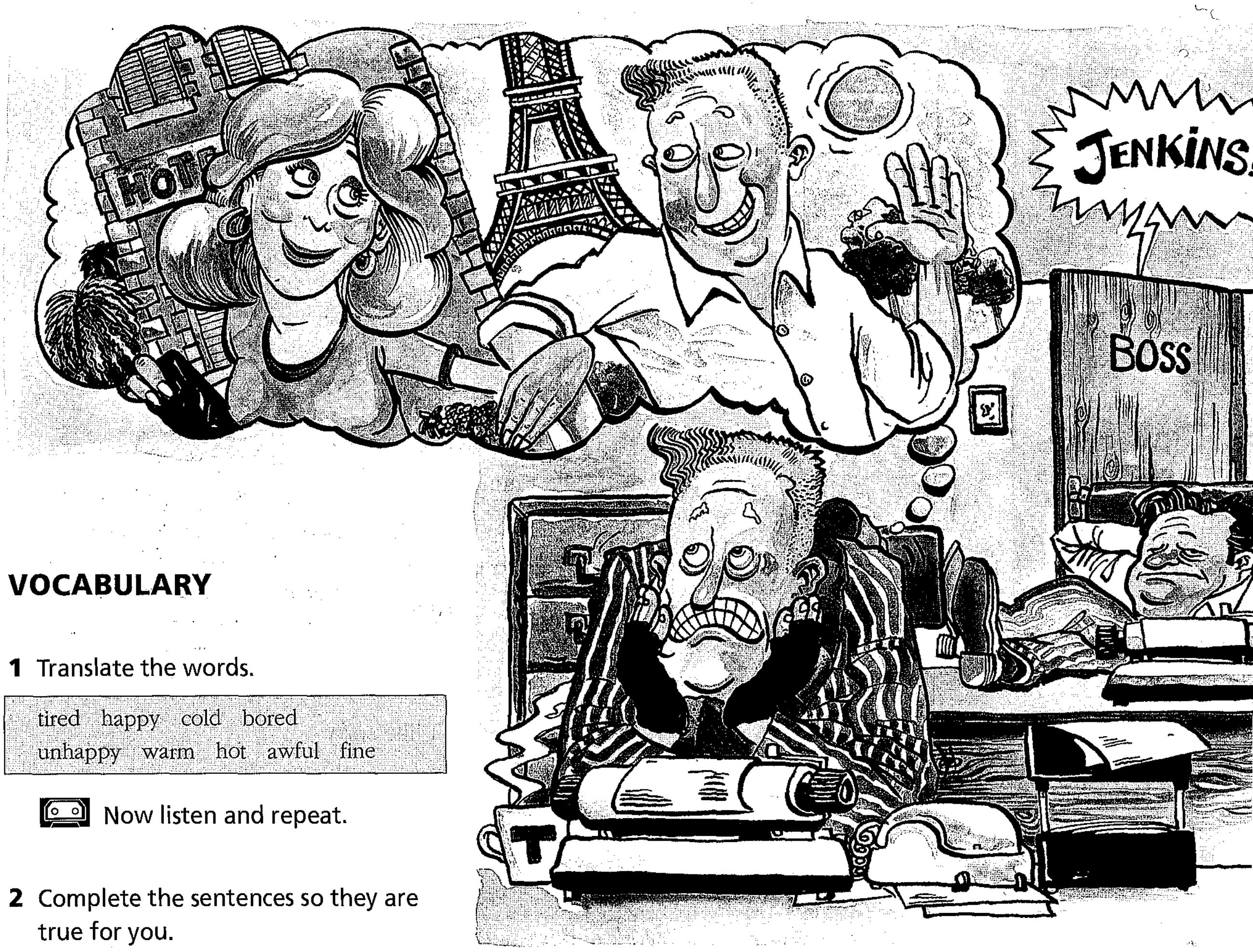
SPEAKING

1 Work in pairs. Write down things which are on in your town at the moment. Choose two or three things you want to see.

2 Work in groups. Make suggestions about things to see, and accept or refuse the suggestions. Try to get as many people as possible to go and see something with you.

33 Yesterday, I was in Paris

Past simple (1) ***be: was/were; expressions of time.***



VOCABULARY

1 Translate the words.

tired happy cold bored unhappy warm hot awful fine

Now listen and repeat.

2 Complete the sentences so they are true for you.

1 At eleven o'clock in the evening, I'm ____.
2 In April, it's ____.
3 In January, it's ____.
4 When I listen to music, I'm ____.
5 In August, it's ____.
6 On Friday evening, I'm ____.
7 On Monday morning, I'm ____.
8 If I don't have a holiday, I'm ____.

3 Work in pairs. Check your answers to 2.

LISTENING AND READING

1 Listen and read.

JENKINS Today, I'm in the office, but yesterday I was ir In Paris with the woman of my dreams! Today England, but yesterday I was in France. In Fra Paris, at the Hotel des Amores. Today I'm bor unhappy. Yesterday we were happy. Yesterda was warm and everything was fine. Today it's and everything is awful. Oh Paris! Oh Marie C

BOSS Jenkins!

JENKINS Oh no!

Work in pairs and complete the sentences.

Today he's in the office, but yesterday he ____ .

Today he's in England, but yesterday he ____ .

Today he's bored and unhappy, but yesterday they ____ .

Today it's cold, but yesterday it ____ .

Today everything is awful, but yesterday everything ____ .

OUNDS

Listen to the pronunciation of *was* and *were*.

1 I was tired.

2 I was cold.

3 We were happy.

4 We were bored.

Now say the sentences aloud.

Say these sentences aloud.

1 He was hot.

2 She was cold.

3 They were tired.

4 They were happy.

5 It was awful.

Now listen and check.

GRAMMAR

Past simple (1): *be*

I was
You were
He/she/it was
We were
They were

1 When do we use *was* and when do we use *were*?

2 Complete the sentences.

1 Yesterday I ____ in New York.
2 In February they ____ in Spain.
3 You ____ at work yesterday.
4 Last year we ____ in Australia.
5 He ____ at home at ten o'clock.
6 She ____ in Italy last year.

3 Complete the sentences for you. Past

The last time I was...
tired was ____.
unhappy was ____.
cold was ____.
bored was ____.
The last time we were...
at school/work was ____.
on holiday was ____.

4 Work in pairs. Say your answers to 3.

SPEAKING AND WRITING

1 Work in pairs. Turn to Communication activity 34 on page 99.

2 Complete the text.

There ___ four people and a dog in the photo. There ___ a man, a woman and two children. They ___ outside. They ___ on the beach, but they ___ in the country. They ___ Asian. They ___ probably American. The woman ___ probably the children's mother. She ___ quite pretty. The man ___ probably the children's father. He ___ quite good-looking. The children ___ probably brother and sister, but they ___ twins. The dog ___ brown and white. It ___ a cold day. It ___ probably summer. It ___ night, so it ___ probably midday. Their lunch ___ on the grass in front of them. There ___ sandwiches and cakes to eat. There ___ any hot food. It ___ a modern photo. It ___ probably from 1960.

34 *Was she in the kitchen?*

Past simple (2): *yes/no* questions and short answers

VOCABULARY

1 Complete these sentences with *food* and *drink*.

hungry	thirsty

When you're hungry, you need some ____.

When you're thirsty, you need a ____.

2 Here are some new words in the story in this lesson. Check you understand them.

professor colonel detective sergeant lady Miss Mrs butler murder knife murderer scream dead cook alone

What kind of story do you think it is?

READING AND LISTENING

1 Match the drawings and the paragraphs.

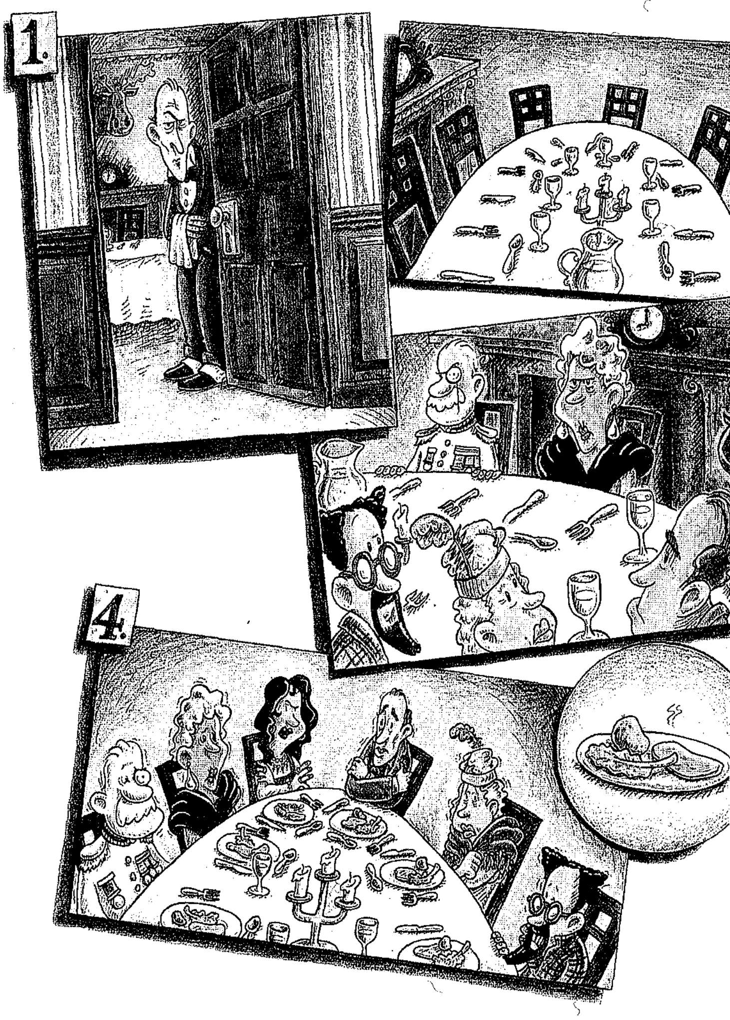
A It was eight o'clock in the evening at Ripley Grange, the home of Lady Scarlet. There were six people at the table in the dining room: Colonel White, Miss Green, Professor Peacock, Mrs Mustard, Doctor Plum, and Lady Scarlet.

B It was cold in the dining room. They were hungry because the food wasn't very good. There was a cold potato, a piece of cold meat and a piece of cold lettuce.

C They were thirsty, but there wasn't any wine, only a glass of water.

D Probe, Lady Scarlet's butler and cook was at the door of the dining room. He was tall with black hair but he wasn't very good-looking. He wasn't a very good butler, and he was an awful cook.

Now listen and check.



2 Look at these sentences from the next part of the story. | them in the correct order.

☐ Then, there was a scream. It was Lady Scarlet. Was sh the kitchen? Yes, she was.

☐ Was there something on the table? Yes, there was – th was a knife on the table. It was red. Was it murder? W was the murderer?

☐ It was ten o'clock in the evening at Ripley Grange. It quiet ... very quiet. Was there anyone in the dining ro No, there wasn't.

☐ Was she alone in the kitchen? No, she wasn't. Probe in the kitchen. He was dead.

Now listen and check.

RAMMAR

Past simple (2): *yes/no* questions and short answers

Was I in the kitchen?	*Yes, you were.*
	No, you weren't.
Were you in the kitchen?	*Yes, I was.*
	No, I wasn't.
Was he/she in the kitchen?	*Yes, he/she was.*
	No, he/she wasn't.
Were we in the kitchen?	*Yes, we were.*
	No, we weren't.
Were they in the kitchen?	*Yes, they were.*
	No, they weren't.

t the words in order and write questions.

was Colonel White the kitchen in?

Mrs Mustard was in the dining room?

Miss Green in the bedroom was?

was Doctor Plum the living room in?

Professor Peacock in the garden was?

Lady Scarlet was in the kitchen?

LISTENING AND SPEAKING

1 Detective Prune and Sergeant Peach come to Ripley Grange next morning. Listen to their interviews and find out where people were at 8 pm and 10 pm. Put a tick (✔) in the chart below.

2 Work in pairs and check your answers.

Was Colonel White in the kitchen at ten o'clock?

No, he wasn't. He was in the living room.

3 Complete the sentences. Say where people were at 10 pm.

Colonel White was in the ____.

Miss Green was in the ____.

Professor Peacock was in the ____.

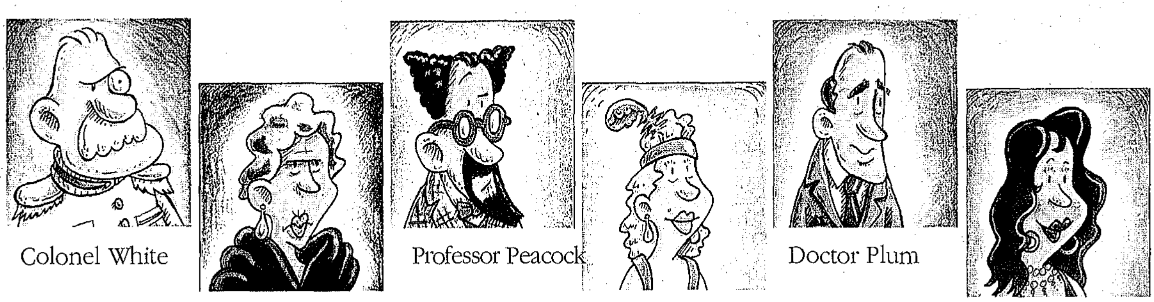
Mrs Mustard was in the ____.

Doctor Plum was in the ____.

Lady Scarlet was in the ____.

4 Work in pairs. Who was the murderer?

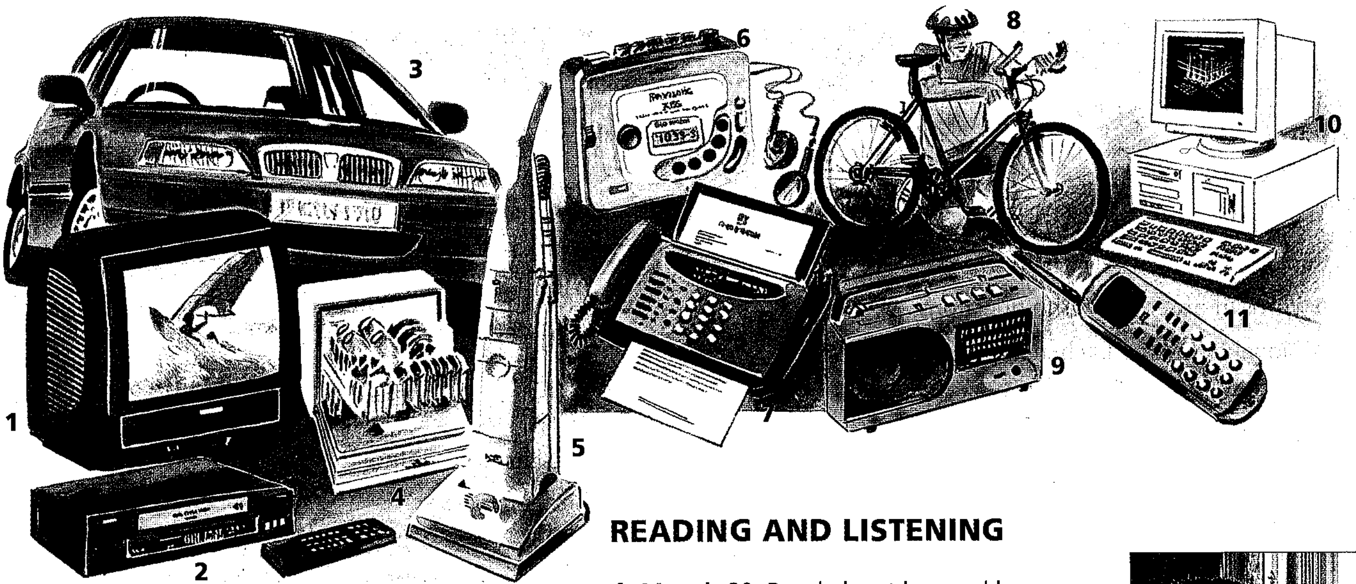
5 Listen and find out who was the murderer, and why.



	Colonel White	Miss Green	Professor Peacock	Mrs Mustard	Doctor Plum	Lady Scarlet
itchen						
athroom				Seen		
edroom						
lining room						
iving room						
arden						

35 *They didn't have any computers*

Past simple (3): ***had***



VOCABULARY AND SOUNDS

1 Match the words with the pictures.

television video recorder telephone radio computer personal stereo car bicycle fax machine dishwasher vacuum cleaner

2 Tick (✔) the things you or your family have at home.

3 Listen and underline the stressed syllables in the words in 1.

tele<u>vi</u>sion

Now listen and repeat.

4 Work in pairs. Ask and say which things in 1 you have at home.

We've got a television and a video recorder.

5 Circle the things your grandparents had.

READING AND LISTENING

1 Mary is 80. Read about her and her family. Tick (✔) the things they had and put a cross (✗) by the things they didn't have when she was a child.



MARY Well, when I was a child, we had a telephone in the hall, but we didn't have a television. No one had television. And, of course, we didn't have a video recorder.

INTERVIEWER What about a radio?

MARY Yes, we had a radio. The radio programmes were very good.

INTERVIEWER And computers, did you have computers or personal stereos?

MARY Oh, no, we didn't have computers or personal stereos. And I was fifty before I had my own radio.

INTERVIEWER Did you have a car?

MARY Yes, some families had a car, but we didn't. We had bicycles, all six of us.

INTERVIEWER And no fax machine, of course. Or vacuum cleaner or dishwasher?

MARY No, we didn't have a fax machine. But we had a kind of vacuum cleaner. And we didn't have a dishwasher.

telephone		
television		
video recorder		
radio		
computer		
personal stereo		
car		
bicycle		
fax machine		
vacuum cleaner		
dishwasher		

2 Work in pairs and check your answers.

3 Listen to Mary and put a \ if you hear any extra words or phrases.

4 Work in pairs and check your answers. Try to remember the extra words or phrases.

Now listen again and check.

GRAMMAR

Past simple (3): *had*

I		*I*	
you		*you*	
he		*he*	
she	*had*	*she*	***didn't*** *have (= did not have)*
it		*it*	
we		*we*	
they		*they*	

We ***had*** *a telephone in the hall, but we* ***didn't have*** *a television.*

1 Write sentences saying what Mary's family had or didn't have.

They had a telephone, but they didn't have a television.

2 Write sentences saying what your grandparents had or didn't have.

My grandparents had a television, but they didn't have a personal stereo.

3 Complete with *was, were* or *had*.

1 It ____ a great film.
2 You ____ breakfast at seven o'clock.
3 They ____ dinner at eight o'clock.
4 The play ____ awful. We ____ bored.
5 We ____ a holiday in August.
6 He ____ thirsty so he ____ a drink.

SPEAKING AND LISTENING

1 Work in pairs. Turn to Communication activity 38 on page 100.

2 Work in pairs and check your answers to 1.

They didn't have telephones.

3 Here are some more discoveries and inventions which are now everyday items.

aeroplanes trains cameras newspapers steam engines

4 Listen and repeat these dates.

1950 1850 1750 1650 1550

5 Work in pairs. You're going to play *When in the World ...?* Ask and say:

Did they have trains in 1850? Yes, they did.

Did they have trains in 1550? No, they didn't.

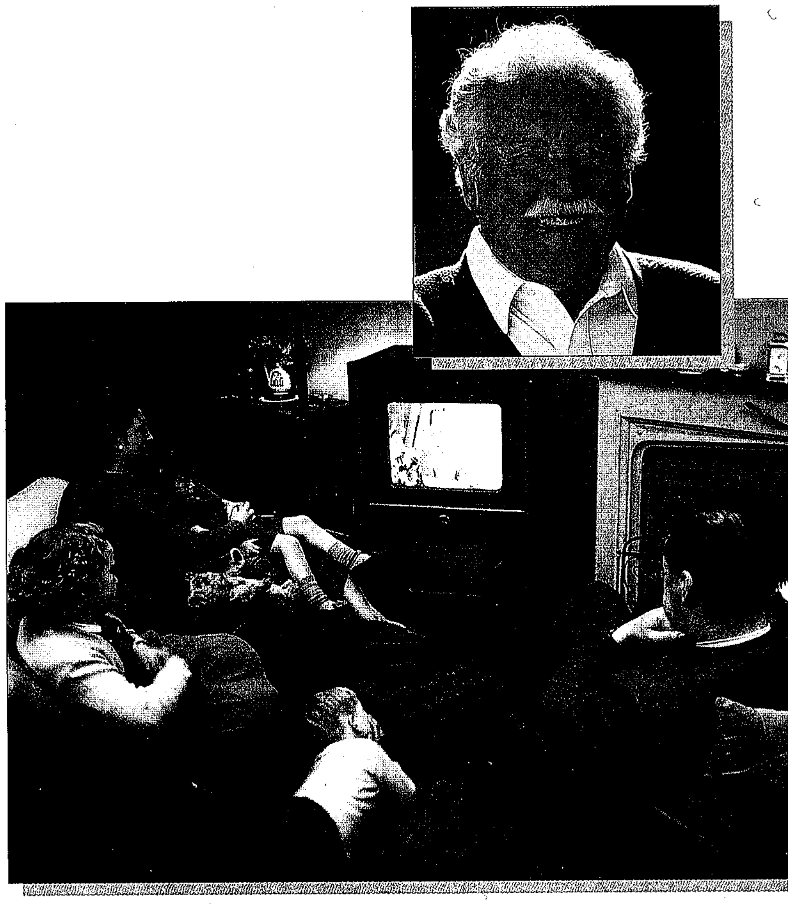
6 Listen to two people playing *When in the World ...?* and check your answers. Score one point for each correct answer.

7 Work in groups of three or four. Talk about things you had or didn't have when you were a child.

G 3-4

36 We listened to the radio

Past simple (4): regular verbs



VOCABULARY

1 Write these words in the correct column.

last month	this year	this month	today
this week	last week	last year	yesterday

In the past	In the present
last year	*this year*

2 Read.

This year is 1997. Last year was 1996.

3 Complete.

1 This year is ____. Last year was ___.

2 This month is ____. Last month was ____.

3 Today is ____. Yesterday was ____.

READING AND LISTENING

1 Read about Brian's childhood. Match the headings and the paragraphs. There is one extra heading.

Holiday Sunday Work Sport
Entertainment at home

A 'We had a television set and we watched it in the evening. We listened to the radio or played records. There weren't any computers or computer games, but sometimes my brother played the piano and my sister and I danced to the music. In the summer, we played games in the garden until eight o'clock.'

B 'When I lived in London with my parents, I played tennis a lot, but I don't play it now. I wanted to play football, but I was terrible. On Sunday mornings, I watched the local football team in the park. I started running when I was at university in 1973.'

C 'On Sunday my mother cooked Sunday lunch and we had Sunday lunch together. Then in the afternoon, we had a walk in the country or I visited my friends. In summer we watched the village cricket match. We stayed at home on Sunday evenings.'

D 'My father worked five days a week. He started at 9 am and finished at 5 pm. He worked in a bank in London. We lived in South London, so every day he travelled over two hours by train to the city centre to get to work and back.'

Correct the sentences.

1 His sister played the piano.
2 He started running at school.
3 He visited his friends on Sunday evening.
4 His father worked in a shop.
5 They lived in the country.
6 They watched television in the morning.
7 He had Sunday lunch with his friends.
8 His father walked to work.

RAMMAR

Past simple (4): regular verbs

/d/ **played stayed**

He played tennis. *They stayed at home.*

/t/ **worked watched**

My father worked in London. *He watched the cricket.*

/ɪd/ **wanted visited**

He wanted to play football. *He visited his friends.*

Complete the sentence.

You form the past simple of most regular verbs by adding ____.

Look for the past simple form of these verbs in *Reading and listening* activity 1, and write them down.

1 listen play want start cook visit watch stay work
2 dance live
3 travel

OUNDS

Listen and repeat.

/d/ played stayed

/t/ worked finished

/ɪd/ wanted visited

Write these words in the correct column.

liked lived arrived cooked stopped danced started opened hated changed helped listened

/d/ /ɪd/ /t/

Now listen and check your answers.

LISTENING AND WRITING

1 Listen to two more people, Ben and Judy, talking about when they were children. Put the letter corresponding to what they say in the correct column of the chart.

	Ben	Judy
Entertainment at home		
Sport		
Sunday		
Holiday		
Work		

a 'We stayed in a small hotel in Devon.'
b 'We travelled around France.'
c 'I played tennis in my school team.'
d 'I played football with friends.'
e 'We often had friends for lunch.'
f 'My father was an engineer and he travelled a lot.'
g 'My father and my mother were doctors.'
h 'We played cards.'
i 'My mother cooked lunch.'
j 'I played the piano.'

2 Work in pairs and check your answers.

Now listen again.

3 Write five sentences about yourself ten years ago. Use some of these verbs.

live start play cook visit stay work finish watch listen dance

4 Work in pairs. Show your sentences to each other. Tell the rest of the class what your partner wrote.

37 *Picasso didn't live in Spain*

Past simple (5): negatives

VOCABULARY AND READING

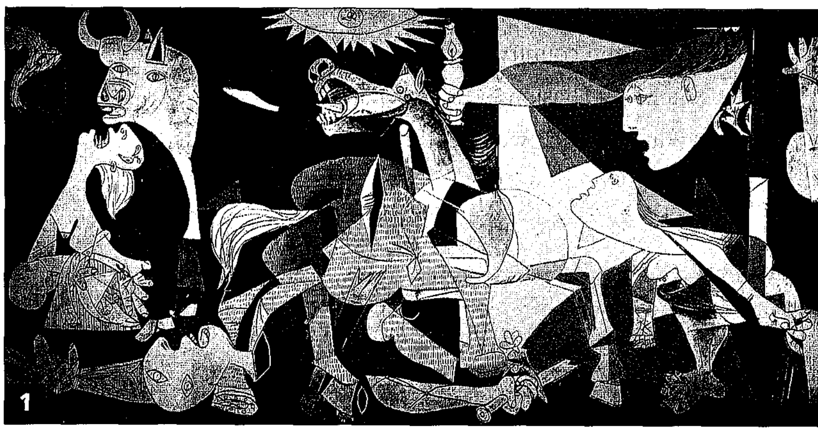
1 Check the verbs you don't know in a dictionary.

be born start study live work paint finish die

2 Write the past simple of the verbs in 1.

3 Complete the sentences with the verbs in the past simple.

1 I ____ work at 9 am yesterday morning.
2 She ____ medicine at university.
3 We ____ in Paris for ten years.
4 Picasso ____ Guernica.
5 He ____ in a bank last year.
6 She ____ work at five yesterday afternoon.
7 Shakespeare ____ in 1564 and ____ in 1616.


1

4 Match these words with the photos.

sculpture painting

5 Work in pairs. You're going to read about Pablo Picasso. Do you know:

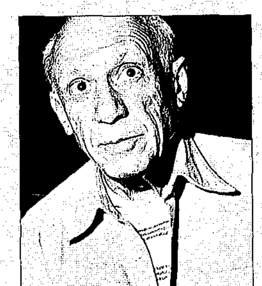
– who he was?
– when and where he was born?
– where he lived?
– what he did?
– where and when he died?

6 Read and check your answers to 5.

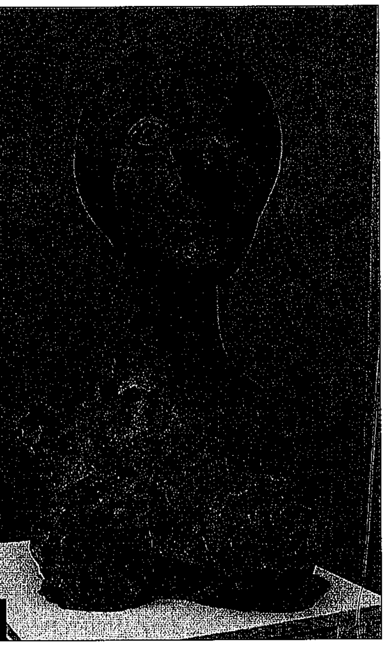
7 Tick (✔) the true statements.

1 Picasso was Spanish.
2 He was born in 1881.
3 He started to paint when he was fifteen.
4 He lived in Barcelona in 1904
5 He worked in Madrid from 1904.
6 He finished Guernica in 1938
7 He returned to Spain to live.
8 He died in 1972.

PICASSO, Pablo (1881 – 1973)



Pablo Picasso was a great Spanish artist. He made over 20,000 sculptures and paintings in his life. He was born in Malaga in 1881, and started to paint when he was ten. When he was fifteen, he studied at the Barcelona School of Fine Arts. From 1904 he lived and worked in Paris. Guernica was his most famous painting. He painted it in 1937 and finished it in two months. He didn't want the painting to be in Spain so it was in a gallery in New York for many years. You can see it now in the Reina Sofia Museum, in Madrid. For most of his life he didn't live in Spain. He lived in France and died there in 1973.



RAMMAR

Past simple (5): negatives

I
you
he
she *didn't live* *(= did not)*
it
we
they

He ***didn't*** *want the painting to be in Spain.*
He ***didn't*** *live in Spain.*

Complete.

To form the past negative you write ____ before the infinitive of the verb.

Correct the false statements in Vocabulary and reading activity 7.

3 He didn't start to paint when he was fifteen. He started to paint when he was ten.

Write things you did and didn't do:

– yesterday – last week

– last month – last year

Yesterday I played football.

I didn't listen to the radio.

SOUNDS

1 Listen and repeat.

He didn't start to paint when he was fifteen. He started to paint when he was ten.

He didn't work in Madrid from 1904. He worked in Paris.

He didn't finish Guernica in 1938. He finished it in 1937.

2 Underline the stressed words in your other answers to Grammar activity 2.

Now listen and check. As you listen say the sentences aloud.

SPEAKING AND WRITING

1 Work in pairs. Think about the life of a famous person, and make notes on:

– when he or she was born – where he or she lived

– what he or she did – where and when he or she died

Atatürk, Kemal – born in 1881

2 Work in groups of three or four. Describe the famous person you made notes on in 1. Don't say his or her name. The others should guess who he/she is.

3 Write a paragraph about the famous person.

Kemal Atatürk was born in 1881.

4 Write two true sentences about your life, and one false sentence.

I was born in Italy.

I lived in Milan and Florence.

I painted the Last Supper.

5 Work in pairs. Show your partner your sentences. Can he or she guess which is the false one?

You didn't paint the Last Supper!

38 Did you take a photograph?

Past simple (6): *yes/no* questions and short answers

VOCABULARY

You are going to read three stories in this lesson. Check these words in the dictionary.

weather	foggy	dark	bark	village
disappear	dog	cat	climb	

READING AND LISTENING

1 Read the conversation and decide where these sentences go.

a No, we didn't. c No, we didn't.
b Yes, he did. d No, he didn't.

STEVE When we started, the weather was fine. We walked about fifteen kilometres. About four hours later, we started to come home. Suddenly, the weather changed. It was very foggy. We were still in the mountains.

PHILIP Did you stay there?

STEVE (1) ____ . We walked for an hour but it was very cold and dark. We decided to stop walking and wait.

PHILIP Did you wait for a long time?

STEVE Well, no, we didn't. You see, after about two or three minutes, something happened. A dog, a big black dog suddenly appeared out of the fog. He had red eyes. Then he barked at us.

PHILIP Did he want to help you?

STEVE (2) ____ . So we walked for two hours behind the dog. Then we arrived back at the village.

PHILIP Did the dog stay with you?

STEVE (3) ____ . When we arrived at the village, he disappeared into the mountains.

PHILIP Did you take a photograph?

STEVE (4) ____ .

2 Work in pairs and check your answers.
Now listen and check.

SOUNDS

Listen and read.

1 Did you stay there?
2 Did he want to help you?
3 Did the dog stay with you?
4 Did you take a photograph?

Now listen and repeat the sentences.



GRAMMAR

Past simple (6): *yes/no* questions and short answers

	I		*Yes, you did.*	*No, you didn't.*
	you		*Yes, I did.*	*No, I didn't.*
	he		*Yes, he did.*	*No, he didn't.*
Did	*she*	*take a photo?*	*Yes, she did.*	*No, she didn't.*
	we		*Yes, we did.*	*No, we didn't.*
	they		*Yes, they did.*	*No, they didn't.*

Did you take a photo? No, we didn't.

1 Complete this sentence.

You form *yes/no* questions with ____ + subject (*I, you, he* etc.) + ____.

2 Match questions and answers.

1 Did you follow the dog?	a Yes, you did.
2 Did she get lost?	b Yes, he did.
3 Did I say hello?	c No, they didn't.
4 Did they get lost?	d No, she didn't.
5 Did he want to follow him?	e Yes, I did.

3 Complete the questions and answers.

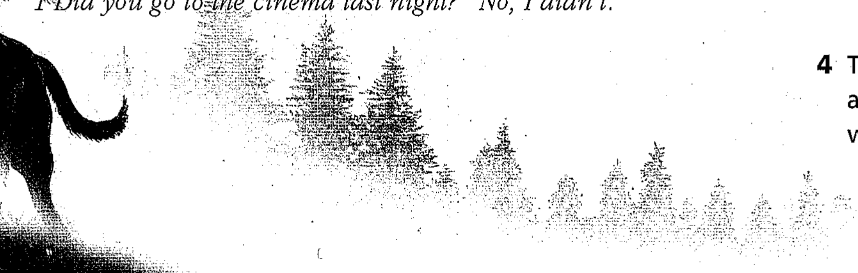
1 Did you sleep well?	Yes, ____.
2 Did she call you?	No, ____.
3 Did they come by train?	Yes, ____.
4 ____ he say hello?	No, ____.
5 ____ I answer the question?	Yes, ____.
6 ____ I take your keys?	No, ____.

4 Write the questions.

1 you go cinema last did to night the?
2 did watch you yesterday television?
3 you did see friends your last weekend?
4 week you swimming did last go?
5 school last you go to did week?
6 today your you did bring books?

5 Work in pairs. Answer the questions in 4.

1 Did you go to the cinema last night? No, I didn't.



READING AND WRITING

1 Read and answer the questions.

Barbara Paule lived in Pennsylvania with her cat, Muddy Water. On 23 June, 1985, she was in her car with the cat in Dayton, Ohio. The car stopped and the cat climbed out of the window and disappeared. She was very unhappy and went home to Pennsylvania. In June 1988, a cat arrived at the door of her house. She washed it and then saw it was Muddy Water. The cat came home after three years and 800 kilometres.

1 Did Barbara Paule live in Pennsylvania?
2 Did the cat climb out of a window at home?
3 Did Barbara find the cat in Dayton?
4 Did Barbara go home to Pennsylvania?
5 Did she know the cat at the door?
6 Did Muddy Water return home?

2 Read these questions which come from a story about a dog. Try to answer the questions before you read the story.

1 Was Dr Ueno a teacher at a university in Tokyo?
2 Did he walk with his dog, Hachiko, to the station every day?
3 Did Hachiko then walk home?
4 Did he return in the evening to meet Dr Ueno?
5 Did Dr Ueno arrive one day?
6 Did Hachiko wait for him?
7 Did Hachiko return to the station and wait for his friend every day?
8 Did he do this for nine years?

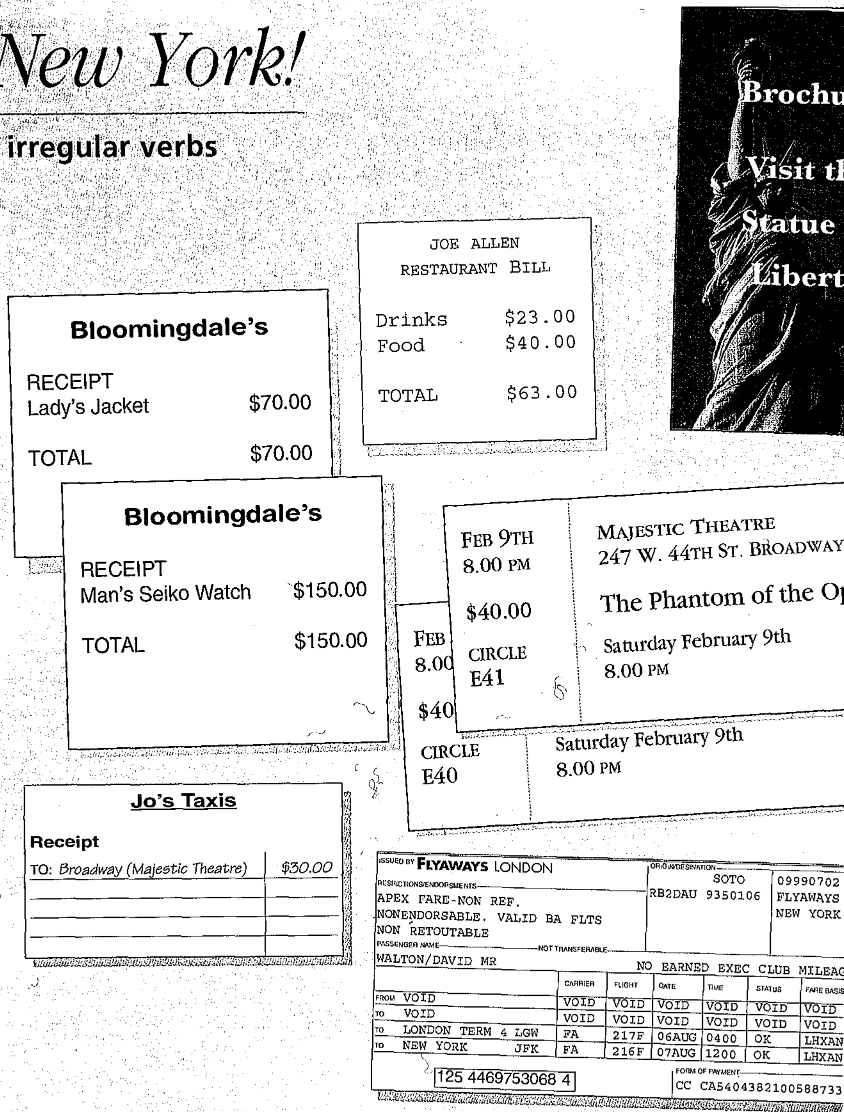
3 Now try to write as much of the story as you can, using your answers to the questions in 1.

Dr Ueno was a teacher at a university in Tokyo.

4 Turn to Communication activity 37 on page 99 and read the story. Correct the version you wrote in 3.

39 *We went to New York!*

Past simple (7): questions; irregular verbs



VOCABULARY AND SOUNDS

1 Listen and repeat.

bill tickets receipts brochure

2 Work in pairs. Point and say.

3 Write the present tense of these verbs.

drank spent got left flew saw took ate sat went bought thought

drink ...

Now work in pairs and check your answers.

4 Work in pairs. Check the meaning of the verbs in the dictionary.

5 Listen and repeat the verbs in 3.

LISTENING AND READING

1 Listen and read the letter.

David and I went to New York for the weekend! We flew from London airport and arrived in New York at 12 am on Saturday. We took a taxi from the airport to our hotel near Central Park and then went for lunch at Joe Allen, a famous restaurant on Broadway. The food was great!

In the afternoon, we went shopping in Bloomingdale's (a very famous shop in New York). I bought a lovely red jacket and David got a new watch.

In the evening we went to a theatre on Broadway and saw The Phantom of the Opera. A wonderful day!

2 Write short answers to the questions.

1 Where did David and Kate go for the weekend?
2 When did they arrive?
3 How did they get to the hotel?
4 Where did they go for lunch?
5 What did they do in the afternoon?
6 What did they buy?
7 What did they see in the evening?



Look at the items in *Vocabulary and sounds*, activity 1. Write complete answers to the questions.

1 When did the plane leave London?
2 How long did the journey take?
3 How much did Kate spend on her jacket?
4 How much did David spend on his watch?
5 How did they get to the theatre?
6 Where did they sit?
7 How much were the tickets?

Work in pairs and check your answers to 3.

iRAMMAR

Past simple (7): irregular verbs

fly – flew   take – took   go – went   buy – bought
get – got   see – saw   drink – drank   spend – spent
leave – left   eat – ate   sit – sat   think – thought

Questions

Where did they go for the weekend?
When did they arrive?
What did they do in the afternoon?
How did they get to the hotel?
How long did the journey take?
How much did David spend?

Write the past tense of these verbs.

go think buy see fly take get

went

Match the present and past of these verbs.

run find bring do come give read hear say make stand wear

did came gave read ran found brought heard said made stood wore

Write complete answers to *Listening and reading* activity 2.

They went to New York for the weekend.

WRITING AND SPEAKING

1 Read the next part of the letter and write questions for the missing information.

On Sunday morning we left our hotel at (1) *when* _____ in the morning and took our (2) *what* _____ to the airport. Then we went to (3) *where* _____ by boat. We spent (4) *how long* _____ there and then we returned to Manhattan. We bought some (5) *what* _____ for lunch and ate them in (6) *where* _____. We sat in the park for about (7) *how long* _____. In the afternoon, we went to the (8) *where* _____ and saw a (9) *what* _____. By now it was time to go to the airport for our flight home, so we took (10) *what* _____. We got the plane at (11) *when* _____ and flew back to (12) *where* _____. The end of a wonderful weekend!

Now work in pairs and check your answers.

1 When did they leave their hotel?

2 Work in pairs.

Student A: Turn to Communication activity 6 on page 92.

Student B: Turn to Communication activity 39 on page 100.

3 Work in pairs. Ask and answer the questions you wrote in 1 and complete the passage.

4 Write about a special weekend.

Last month I went to Paris.



40 *The end of the world?*

Tense review: present simple, present continuous, past simple

GRAMMAR

> Tense review
> Present simple
> *They work very hard.*
> Present continuous
> *What's happening?*
> Past simple
> *I worked all my life on the railways.*

1 Name the tense.

1 He speaks English.
2 We had dinner in a restaurant.
3 She's wearing a black dress.
4 They don't take credit cards.
5 He's writing a postcard.
6 I didn't hear you.

2 Choose the tense.

1 Ten years ago we (live) in a house in the country.
2 (Have) you dinner at the moment?
3 When she (arrive) home last night?
4 What time (be) it now?
5 We usually (go) to the cinema at the weekend.
6 No, he's away at the moment. He (lie) on a beach in the South of France.

VOCABULARY

Listen and point.

> waiting room ticket office platform
> passenger railway

READING AND LISTENING

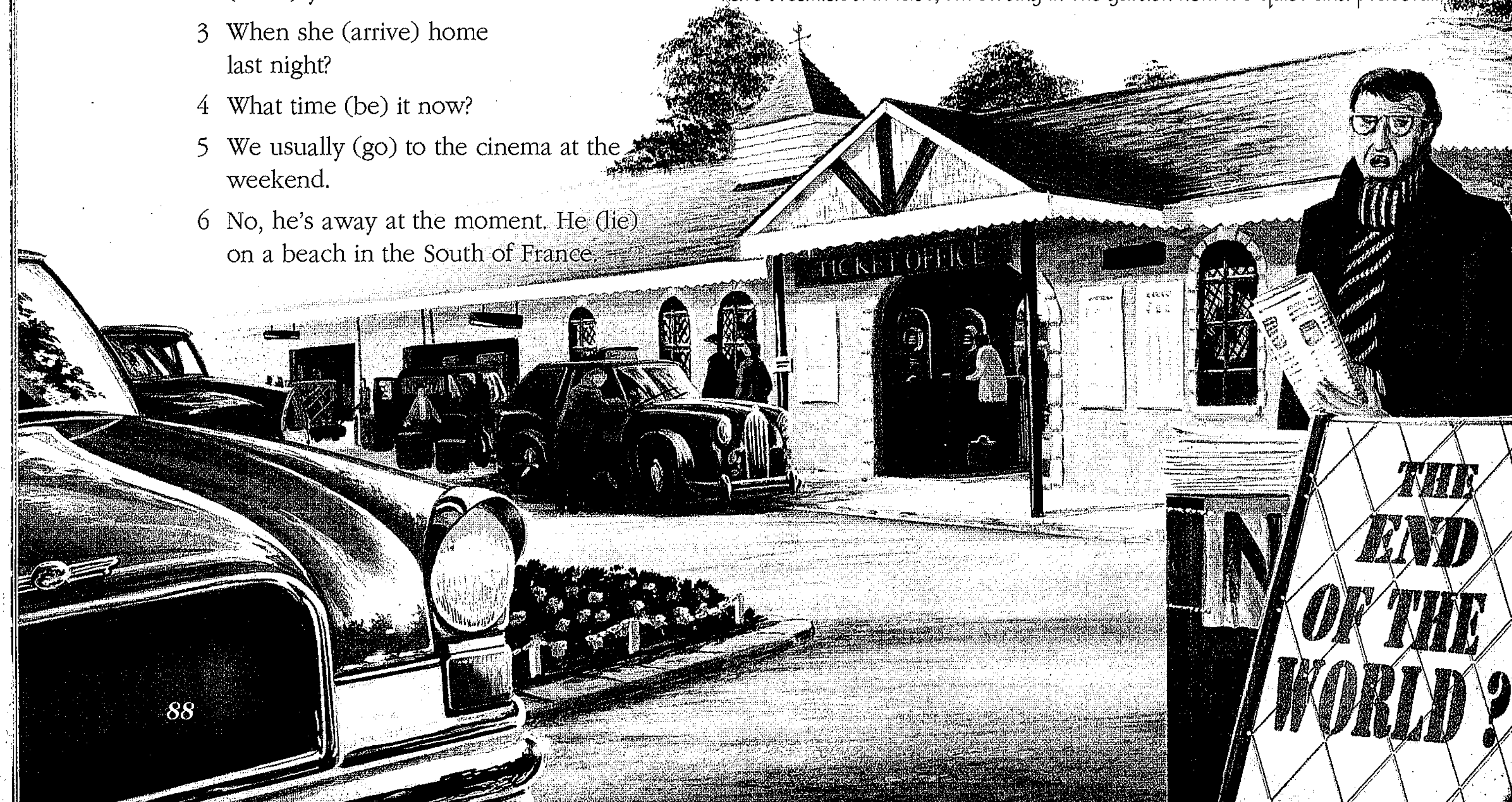
1 Read and listen to part one of *The end of the world*. Answer the questions.

'My name is Joseph Finch. I live in a house in the country. My wife died a few years ago, and the children? Well, I don't see much of the children. They work very hard, they don't have much time for their father.

But, I've got a beautiful house. It's an old railway station. It's got a ticket office, a waiting room and a platform. But there aren't any trains, oh no. There weren't many passengers around here so they closed the station when the last train left thirty years ago.

I worked all my life on the railways. When I was sixty-five, I stopped work, but I still liked trains so, when I saw the old station for sale, I bought it and made it my home.

I made a beautiful garden full of flowers where, in the past, the trains ran. My kitchen was the old ticket office, my living room was the waiting room, and the platform has got a table and chair where, on summer mornings, I have breakfast. In fact, I'm sitting in the garden now. It's quiet and peaceful.'



1 Where does Joseph Finch live?
2 Does he live in a flat?
3 Is he married?
4 Has he got any children?
5 Describe his house.
6 When did they close the station?
7 What was Joseph's job?
8 When did he stop working?
9 In the past what was his kitchen?
10 What was the living room?
11 Has he got a garden?

Look at the next part of the story. Read the paragraphs and put them in order.

The man stood by a poster. It said, "THE END OF THE WORLD?"'

They all wore clothes from thirty years ago. "This is very strange," I thought. I saw an old taxi and two or three old cars, and a man selling newspapers outside the station.'

'Some people got out of the train and said hello to their friends, and others got in and said goodbye.'

'But one day, a strange thing happened. On the night of 28 October 1992 after a cold day in my garden, I had dinner, read my book and then I went to bed. I was asleep when suddenly I heard a noise like a train.'

'I got up and looked out of the window and saw a train in the garden. "What's happening? Am I dreaming?" I said. There were passengers on the platform.'

Listen and check your answer to 2.

4 Work in pairs and answer the questions. What do you think happened next?

1 Did Joseph Finch go back to sleep?
2 Did he get dressed?
3 Did he go downstairs?

5 Read and check.

'So I got dressed, ran downstairs and went outside. But when I got outside, no one was there. "Hello!" I said. But no one replied. I walked up and down the platform. Then I went back inside. The ticket office was my kitchen again, and the waiting room was my dining room. The garden was full of flowers and everything was quiet and peaceful. "It was a dream," I thought.'

6 Turn to Communication activity 42 on page 101.

7 Work in pairs. Can you think of an explanation?



Progress check 31–40

VOCABULARY

1 Work in pairs. Look at all the vocabulary boxes in *Reward* Starter. Find:

– three words which you like

– three words which you don't like

– three words which you can use to talk about yourself

– three words which you often see in your country

– three words which sound nice

2 Tick (✔) the correct answers.

1 *September is*
a a month ☐
b a day of the week ☐
c a job ☐

2 *A bank is*
a a word to describe how you feel ☐
b a place where you put money ☐
c a drink ☐

3 *A car is*
a a means of transport ☐
b an item of clothing ☐
c food ☐

4 *A detective is*
a a job ☐
b a place ☐
c a member of the family ☐

5 *A dishwasher is*
a a place of entertainment ☐
b an object you see at home ☐
c something you do on holiday ☐

6 *Mrs is*
a a form of address for a married woman ☐
b a form of address for a single woman ☐
c a day of the week ☐

3 Look at the words in Lessons 31 – 40 again. Choose words which are useful to you and write them in your *Wordbank* in the Practice Book.

GRAMMAR

1 Write questions about what people are doing.

1 You/5th January?
2 Pete/5th November?
3 Jane/August?
4 Phil and Tim/this evening?
5 Ken/this weekend?
6 Julia and Philippa/this afternoon?

1 What are you doing on the fifth of January?

2 Answer the questions you wrote in 1.

1 fly to Thailand
2 have a party
3 stay with friends in Paris
4 go to the cinema
5 play football
6 go to an exhibition

1 We're flying to Thailand.

3 Write questions using the past simple.

1 you/thirsty?
2 he/dead?
3 you/hungry?
4 they/tired?
5 she/unhappy?
6 you/bored?

1 Were you thirsty?

4 Write answers to the questions in 3.

1 yes 2 no 3 yes 4 no 5 yes 6 no

1 Yes, I was / Yes, we were.

5 Write sentences saying what people had or didn't have in the past.

1 televisions (✔)
2 videos (✗)
3 dishwashers (✗)
5 telephones (✔)
6 computers (✗)
7 cars (✔)

1 They had televisions. 2 They didn't have videos.

Write the past simple of these verbs.

play work paint be born study take
go buy see live

Complete the sentences with the past simple form of the verbs in 6.

1 I _____ a good film at the cinema last night.
2 He ____ in London for a year.
3 She ____ English at school.
4 Picasso ____ Guernica.
5 They're French. They ____ in Paris.

Write questions.

1 you/take a photo?
2 he/go home?
3 she/get lost?
4 you/go out last night?
5 they/see their friends at the weekend?
6 I/answer your question?

1 Did you take a photo?

Write answers to the questions you wrote in 8.

1 yes 2 no 3 yes 4 no 5 yes 6 no

Write questions.

1 what/you do/last weekend?
2 where/you go/on holiday last year?
3 who/you see/yesterday?
4 what/you have for breakfast/today?
5 what/you buy/at the weekend?
6 when/you get home/last night?

1 What did you do last weekend?

Write answers to the questions in 10.

1 I went shopping on Saturday.

SOUNDS

1 Listen and tick (✔) the word you hear.

1 hit	heat	4 sin	seen
2 sit	seat	5 bin	been
3 bit	beat	6 ill	eel

2 Listen and repeat.

/ɑ/ dog orange shop stop
/əʊ/ poster boat hotel brochure go
/ɔː/ walk hall born

LISTENING

1 You're going to hear the song *Yesterday* by the Beatles. There are some words missing in the lines below. Listen and mark a line, like this /, when you hear an extra word.

Yesterday, all my troubles seemed far away,
Now it looks as though they're here to stay,
I believe in yesterday.
Suddenly, I'm not the man I used to be,
There's a shadow over me,
Oh yesterday came suddenly.
She had to go, I don't know
She wouldn't say.
I said something, now I long for yesterday.
Yesterday, love was an easy game to play,
Now I need a place to hide away,
Oh, I believe in yesterday.
Why she had to go I don't know
She wouldn't say
I said something wrong, now I long for yesterday.
Yesterday, love was such an game to play,
Now I need a to hide away
Oh, I believe in yesterday.

2 Work in pairs and check your answers. Can you remember what the extra words are?

Now listen again and check.

Communication activities

1 *Lesson 4*

Vocabulary and sounds, activity 5

Student A: Ask Student B to spell these words:

hello doctor student seven listen say

Now turn back to page 10.

2 *Lesson 4*

Listening and speaking, activity 3

Student A: You're Henry Schwarzkopf and you're a doctor. Here's some more information.

Ms Fiona Pink – teacher

Now turn back to page 11.

3 *Lesson 5*

Writing and speaking, activity 2

Student A: Read the information.

Terry Crystal is an actor.
The singer is from St Petersburg.
The secretary is Italian.

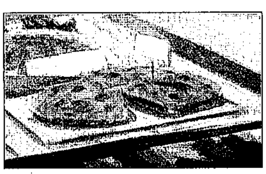
Now turn back to page 13.

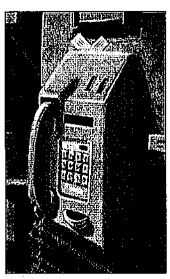
4 *Lesson 10*

Functions, activity 1

Student A: Look at the words for these things.







sandwiches pizza telephone

Now turn back to page 23.

5 *Lesson 11*

Functions and grammar, activity 3

Student A: Ask Student B how much 1-3 are and write the price. Then answer Student B's questions about 4-6.

1 jeans		4 sweater	£25.99
2 jacket		5 shirt	£30.00
3 shoes		6 skirt	£45.99

Now turn back to page 27.

6 *Lesson 39*

Writing and speaking, activity 2

Student A: Read the passage and answer the questions you wrote in 1.

On Sunday morning, we left our hotel at (1) *eight o'clock* in the morning and took our (2) - to the airport. Then, we went to the (3) *Statue of Liberty* by boat. We spent (4) - there and then returned to Manhattan. We bought some (5) *sandwiches* for lunch and ate them in (6) - . We sat in the park for about (7) *two hours*. In the afternoon, we went to the (8) - and saw a (9) *film*. By now it was time to go to the airport for our flight home, so we took a (10) -. We got the plane at (11) *midnight* and flew home to (12) -. The end of a wonderful weekend!

Now turn to page 87.

7 *Lesson 12*

Speaking and writing, activity 1

Student A: Ask Student B where these objects are and put a cross (✗) on the picture on the right.

bag keys personal stereo wallet

Now answer Student B's questions.

Now turn back to page 29.

8 *Lesson 14*
Reading and speaking, activity 2

Student A: Match the questions with the missing information, then ask and answer to complete the E-mail. If you don't know how to spell the names, ask *How do you spell ...?*

What's her name? *What's her father's name?*

What's she like? *What's her sister's name?*

How old is her brother?

Dear Brad,

Thanks for your E-mail.

My name is (1)____. I'm an English teacher and I'm twenty-three years old. I've got (2)____ hair and (3)____ eyes. My family is from London.

My mother's name is Pippa and she's a teacher. My father's name is (4) ____. He's a doctor. He's got blue eyes, but he hasn't got any hair!

I've got a brother and a sister. My brother James is an engineer, too! He's (5)____ years old and he's got fair hair (he's very good-looking)! My sister's name is (6)____. She's eleven; she's also got (7)____ hair and (8)____ eyes.

Write soon,

Sue

Now turn back to page 33.



9 *Lesson 17*
Listening and reading, activity 3

Student A: Listen and find out what time they have breakfast in Russia, lunch in Hong Kong and dinner in Mexico.

Now turn back to page 39.

10 *Lesson 5*
Writing and speaking, activity 2

Student B: Read the information.

The actor is from Los Angeles.

Mischa Godonov is Russian.

The secretary is from Naples.

Now turn back to page 13.

11 *Lesson 19*
Vocabulary and sounds, activity 3

Student A: Look at the words for these sports.


Football


Tennis


Volleyball


Table Tennis


Skiing

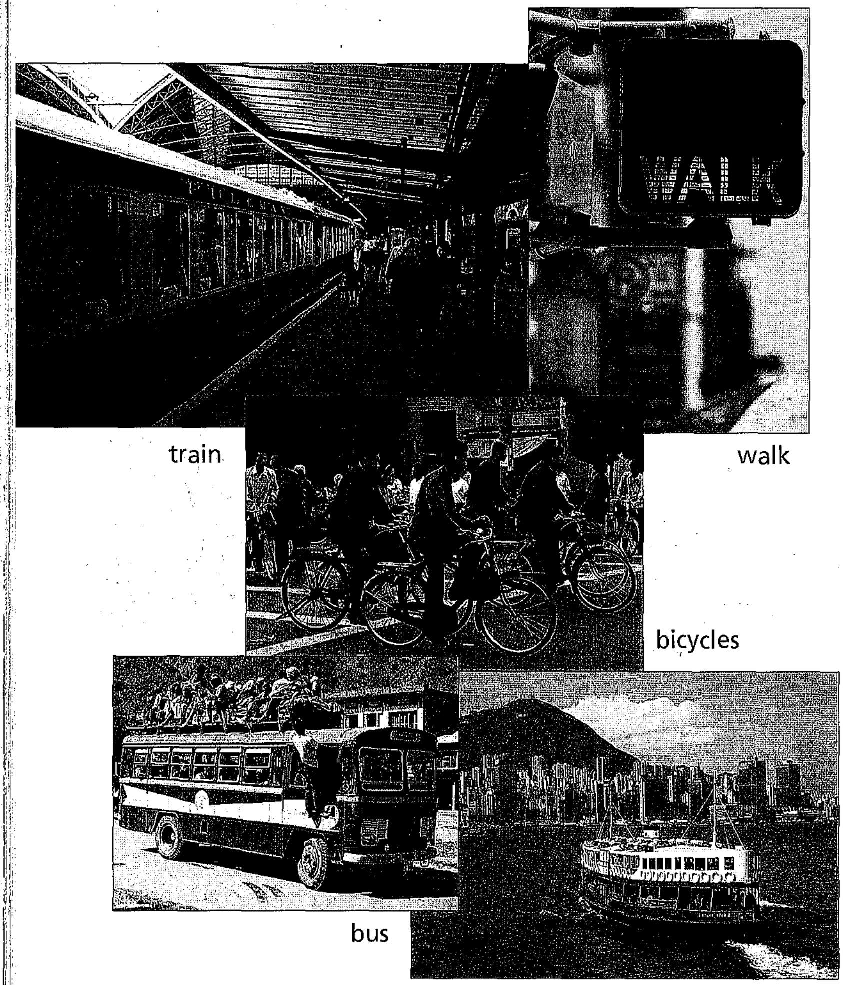

Running

Now turn back to page 42.

12 *Lesson 21*

Vocabulary and sounds, activity 2

Look at the photos of different means of transport and check you know what the words mean.



train walk bicycles bus boat

Now turn back to page 48.

13 *Lesson 22*

Vocabulary and sounds, activity 2

Student A: Look at the words for these things.

Now turn back to page 50.

14 *Lesson 22*

Grammar, activity 1

Student A: [cassette symbol] Listen and answer.

What food do they eat in Morocco?

What do they drink in India?

What do they have for breakfast in India?

Now turn back to page 51.

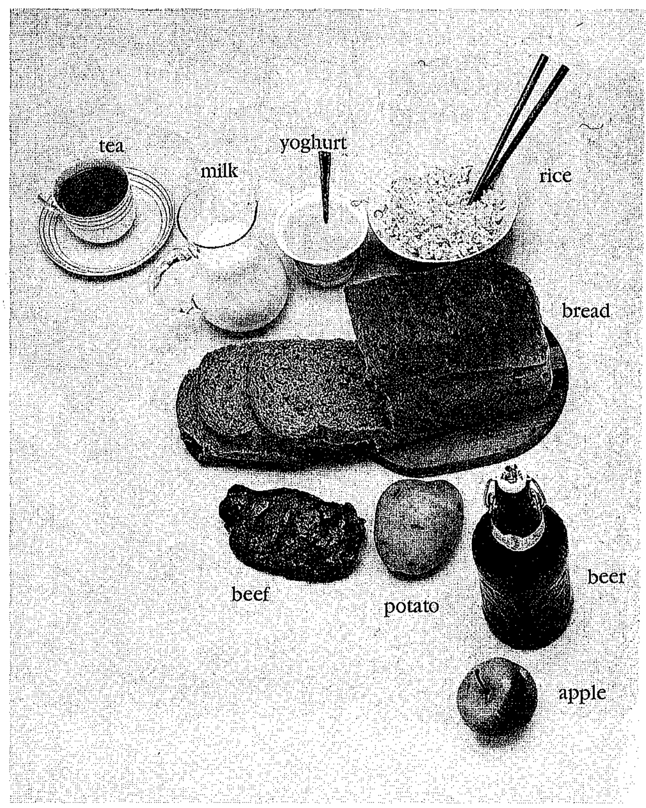
15 *Lesson 4*

Vocabulary and sounds, activity 5

Student B: Ask Student A to spell these words:

goodbye teacher singer eight repeat write

Now turn back to page 10.



Lesson 4
Listening and speaking, activity 3

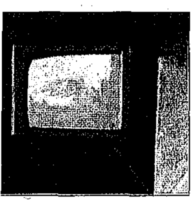
tudent B: You're Adam Hackett and you're a ournalist. Here's some more information.

Ir Dave Dingle – student

Now turn back to page 11.

Lesson 10
Functions, activity 1

tudent B: Look at the words for these things.







television taxi football

Now turn back to page 23.

8 *Lesson 11*
Functions and grammar, activity 3

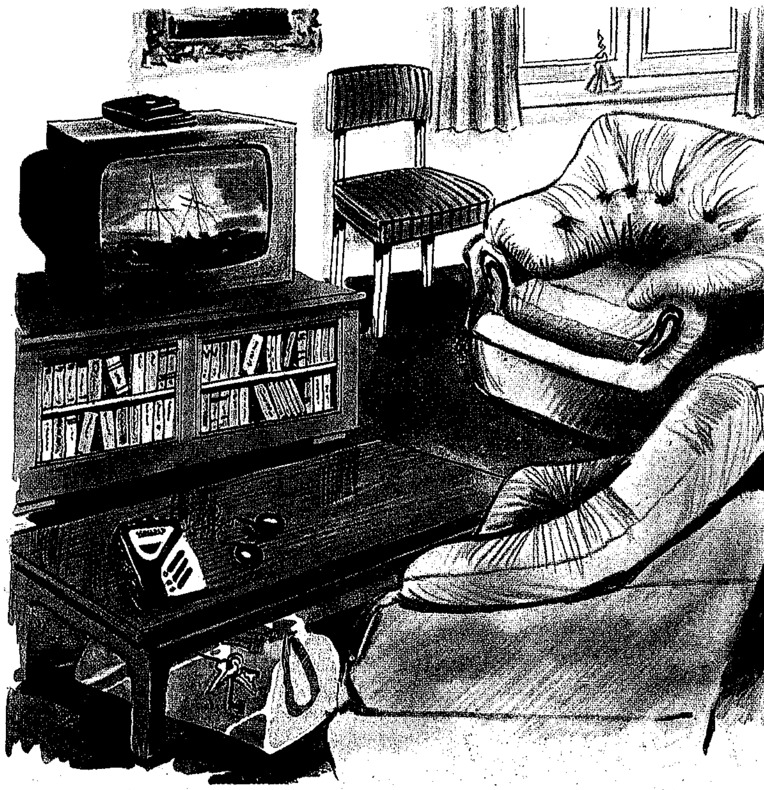
Student B: Answer Student A's questions about 1-3. Then, ask Student A how much 4-6 are and write the price.

1 jeans	£20.00	4 sweater
2 jacket	£70.00	5 shirt
3 shoes	£34.99	6 skirt

Now turn back to page 27.

19 *Lesson 12*
Speaking and writing, activity 1

Student B: Answer Student A's questions.



Ask Student A where these objects are and put a cross (*X*) on the picture.

coat watch glasses book

Now turn back to page 29.

20 *Lesson 14*
Reading and speaking, activity 2

Student B: Match the questions with the missing information, then ask and answer to complete the E-mail. If you don't know how to spell the names, ask *How do you spell ...?*

How old is she?
What's he like?
What's her father's job?
What's her mother's name?
What's her brother's name?
(1) How old is she?

Dear Brad,

Thanks for your E-mail.

My name is Sue White. I'm an English teacher and I'm (1) ____ years old. I've got dark hair and brown eyes. My family is from London. My mother's name is (2) ____ and she's a teacher. My father's name is Henry. He's a (3) ____. He's got (4) ____ eyes, but he hasn't got any hair! I've got a brother and a sister. My brother (5) ____ is an engineer, too! He's twenty-two years old and he's got (6) ____ hair (he's very (7) ____). My sister's name is Sarah. She's eleven; she's also got fair hair and blue eyes.

Write soon,

Sue

Now turn back to page 33.

21 *Lesson 17*
Listening and reading, activity 3

Student B: Listen and find out what time they have breakfast in Mexico, lunch in Russia and dinner in Hong Kong.

Now turn back to page 39.

22 *Lesson 5*
Writing and speaking, activity 2

Student C: Read the information.

Terry Crystal is American.

Maria Agnelli is from Naples.

The singer is Russian.

Now turn back to page 13.

23 *Lesson 19*
Vocabulary and sounds, activity 3

Student B: Look at the words for these sports.

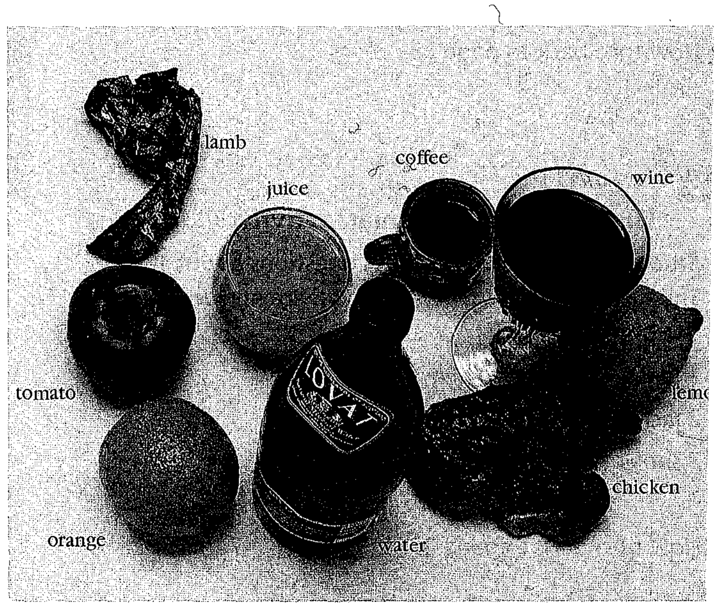


Basketball | Gymnastics | Swimming | Baseball | Saili

Now turn back to page 42.

24 *Lesson 22*
Vocabulary and sounds, activity 2

Student B: Look at the words for these things.



Now turn back to page 50.

25 *Lesson 22*

Grammar, activity 1

Student B: [cassette] Listen and answer.

What do they drink in Morocco?

When is the main meal in India?

What does he have for breakfast?

Now turn back to page 51.

26 *Lesson 4*

Listening and speaking, activity 3

Student C: You're Miss Fifi Lamour and you're an actress. Here's some more information.

Mr Frank Fearless – actor

Now turn back to page 11.

27 *Lesson 17*

Listening and reading, activity 3

Student C: [cassette] Listen and find out what time they have breakfast in Hong Kong, lunch in Mexico and dinner in Russia.

Now turn back to page 39.

28 *Lesson 24*

Speaking and writing, activity 1

Student A: Ask about Student B's living room. Use the chart below. Add other items of your own.

Is there a television in your living room?

Living room	Yes/No
armchair	
window	
table	
telephone	
sofa	
television	

Now answer Student B's questions.

Now turn back to page 55.

29 *Lesson 22*

Grammar, activity 1

Student C: [cassette] Listen and answer.

When is the main meal in Morocco?

What typical food do they eat in India?

What does she have for breakfast?

Now turn back to page 51.

30 *Lesson 26*

Vocabulary and sounds, activity 2

Match the words with the drawings.

dance swim draw cook sing drive type

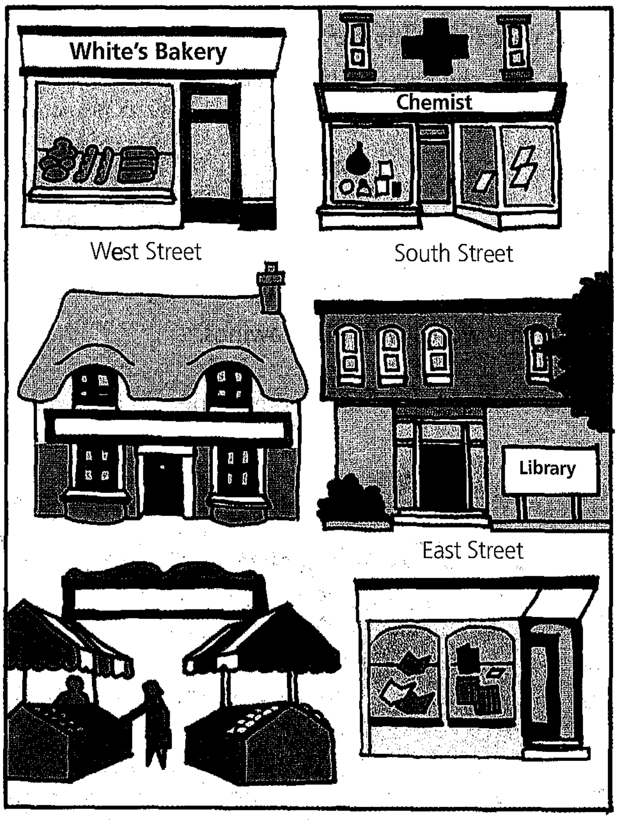


Now turn back to page 58.

31 *Lesson 28*

Vocabulary and sounds, activity 3

Student A: Look at the pictures.



Now complete the map on page 62.

32 *Lesson 29*

Speaking, activity 1

Think of the photos in Unit 29 and describe them in detail.

Now turn back to page 65.

33 *Lesson 30*

Speaking and writing, activity 1

Work together and say as many differences as you can between the pictures.





Now turn back to page 67.

34 *Lesson 33*

Speaking and writing, activity 1

Look at the photo for one minute only, then turn back to page 75.



35 *Lesson 24*

Speaking and writing, activity 1

Student B: Answer Student A's questions.

Now, ask about Student A's kitchen. Use the chart below. Add other items of your own.

Is there a cooker in your kitchen?

Kitchen	Yes/No
cooker	+
table	+
chairs	+
cupboards	+
telephone	–
television	–

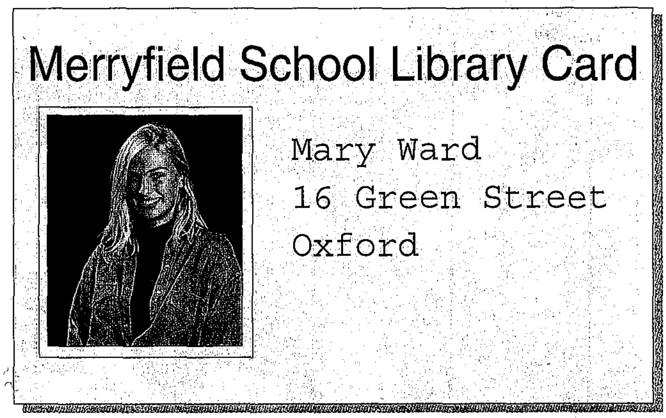
Now turn back to page 55.

36 *Lesson 20*

Speaking, activity 1

Look at the card. Find out:

- who he/she is
- what his/her job is
- where he/she works
- where he/she lives



Now turn back to activity 2 on page 45.

37 *Lesson 38*

Reading and writing, activity 4

Dr Ueno was a teacher at a university in Tokyo. Every morning he walked with his dog, Hachiko, to the station to go to work. Hachiko walked home, but returned in the evening to meet Dr Ueno when he arrived at the station.

One day Hachiko arrived at the station and waited for Dr Ueno, but Dr Ueno didn't arrive that day. He died in the afternoon. Hachiko waited for six hours and then walked home.

The next day Hachiko returned to the station and waited for his friend Dr Ueno – and the next day and the next. He walked to the station every day at the same time – for nine years.

38 *Lesson 35*

Speaking and listening, activity 1

Look at the drawing from the nineteenth century. What mistakes are there?



Now turn back to page 79.

39 *Lesson 39*

Writing and speaking, activity 2

Student B: Read the passage and answer the questions you wrote in 1.

On Sunday morning, we left our hotel at (1) - in the morning and took our (2) *cases* to the airport. Then we went to the (3) - by boat. We spent (4) *an hour* there, and then returned to Manhattan. We bought some (5) - for lunch and ate them in (6) *Central Park*. We sat in the park for about (7) -. In the afternoon, we went to the (8) *cinema* and saw a (9) -. By now, it was time to go to the airport for our flight home, so we took a (10) *taxi*. We got the plane at (11) - and flew home to (12) *London*. The end of a wonderful weekend!

Now turn back to page 87.

40 *Lesson 4*

Listening and speaking, activity 3

Student D: You're Tom James and you're a singer. Here's some more information.

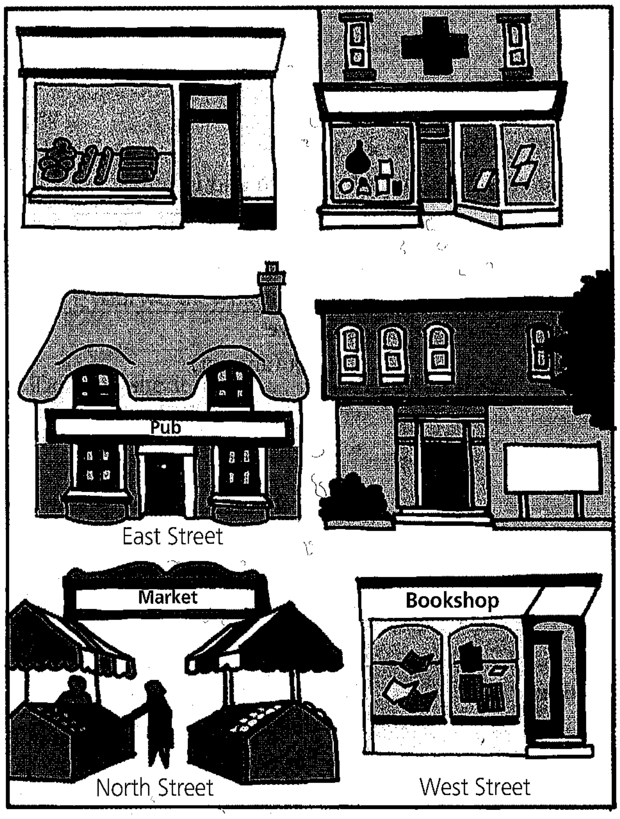
Mike Handy – engineer

Now turn back to page 11.

41 *Lesson 28*

Vocabulary and sounds, activity 3

Student B: Look at the pictures.



Now complete the map on page 62.

42 *Lesson 40*

Reading and listening, activity 6

Then I saw something on the ground. I picked it up and looked at it. It was a railway ticket. It had a date on it: 28 October 1962.

Now turn back to activity 7 on page 89.

Grammar review

CONTENTS

Present simple

Form

You use the contracted form in spoken and informal written English.

Be

Affirmative	Negative
I'm (I am)	I'm not (am not)
you we're (are) they	you we aren't (are not) they
he she's (is) it	he she isn't (is not) it

Questions	Short answers
Am I?	Yes, I am. No, I'm not.
Are you/we/they?	Yes, you/we/they are. No, you/we/they're not.
Is he/she/it?	Yes, he/she/it is. No, he/she/it isn't.

Have

Affirmative	Negative
I you've (have) we they	I you haven't (have not) we they
he she has it	he she hasn't (has not) it

Questions	Short answers
Have I/you/we/they?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it?	Yes, he/she/it has.
Has he/she/it?	No, he/she/it hasn't.

ˌegular verbs

ˌffirmative	Negative
	I
ˈou like	you don't (do not) like
ve	we
hey	they
ıe	he
;he likes	she doesn't (does not) like
t	it

Questions	Short answers
Do I/you/we/they like?	Yes, I/you/we/they do. No, I/you/we/they don't (do not).
Does he/she/it like?	Yes, he/she/it does. No, he/she/it doesn't (does not).

estion words with *is/are*
at's your name?
o's your favourite singer?

estion words with *does/do*
at do they eat in Morocco?
ere does he live?

sent simple: third person singular

u add *-s* to most verbs:
ves, starts
u add *-es* to *do, go* and verbs which end in *-ch, -ss, -sh*
l *-x*:
s, does, watches, finishes
u add *-ies* to verbs ending in *-y*:
ries, tries

e
u use the present simple:

to talk about customs. (See Lesson 17)
In Britain we have dinner at six o'clock in the evening.
In Thailand we have breakfast at seven o'clock in the morning.
to talk about habits. (See Lesson 25)
I always get presents and birthday cards.
I usually go out with friends.
to talk about routines. (See Lesson 20)
She leaves at 7.30 am and arrives at work at 8 am.
On Saturday afternoon, he goes shopping with their sons.

Present continuous

Form

You form the present continuous with *be* + present participle (*-ing*). You use the contracted form in spoken and informal written English.

Affirmative	Negative
I'm (am) walking	I'm not (am not) walking
you we're (are) walking they	you we aren't (are not) walking they
he she's (is) walking it	he she isn't (is not) walking it

Questions	Short answers
Am I walking?	Yes, I am. No, I'm not.
Are you/we/they walking?	Yes, you/we/they are. No, you/we/they aren't.
Is he/she/it walking?	Yes, he/she/it is. No, he/she/it isn't.

Question words
Where are they staying? *Who is meeting them?*

Present participle (*-ing*) endings

You form the present participle of most verbs by adding *-ing*:
go – going, visit – visiting

You add *-ing* to verbs ending in *-e*:
make - making, have - having

You double the final consonant of verbs of one syllable ending in a vowel and a consonant, and add *-ing*:
get - getting, shop - shopping

You add *-ing* to verbs ending in a vowel and *-y* or *-w*:
draw - drawing, play - playing

You don't usually use these verbs in the continuous form:
believe feel hate hear know like love smell sound taste understand want

Use
You use the present continuous:

- to describe something that is happening at the moment. (see Lessons 29, 30)
  He's buying lunch.
  They're waiting for a bus.

- to talk about a definite arrangement in the future. (See Lesson 31)
  We're spending a week in a hotel.

Past simple

Form

You use the contracted form in spoken and informal written English.

Be

Affirmative		Negative	
I		I	
he	was	he	wasn't (was not)
she		she	
it		it	
you		you	
we	were	we	weren't (were not)
they		they	

Have

Affirmative		Negative	
I		I	
you		you	
we		we	
they	had	they	didn't (did not) have
he		he	
she		she	
it		it	

Regular verbs

Affirmative		Negative	
I		I	
you		you	
we		we	
they	listened	they	didn't (did not) listen
he		he	
she		she	
it		it	

Questions			Short answers			
	I			I		I
	you			you		you
	we			we		we
Did	they	listen?	Yes,	they did.	No,	they didn't.
	he			he		he
	she			she		she
	it			it		it

Question words

When did they arrive?
How much did Kate spend on her jacket?
How long did the journey take?
What did they buy?
How did they get to the hotel?

Past simple endings

You add *-ed* to most regular verbs:
walk - walked   watch - watched

You add *-d* to verbs ending in *-e*:
close - closed   continue - continued

You double the consonant and add *-ed* to verbs of one ending in a vowel and a consonant:
stop - stopped   plan - planned

You drop the *-y* and and add *-ied* to verbs ending in *-y*
study - studied   try - tried

You add *-ed* to verbs ending in a vowel and a *-y*
play - played

Irregular verbs

There are many verbs which have an irregular past sim list of the irregular verbs which appear in ***Reward*** **Sta** page 108.

Pronunciation of past simple endings

/t/ *worked   finished*
/d/ *played   stayed*
/ɪd/ *wanted   visited*

Use

You use the past simple:

- to talk about a past action or event that is finished. (See Lessons 33 - 39)
  Picasso was born in Malaga.
- to talk about a state, habit or routine in the past (See Lessons 33 - 39)
  They went to New York for the weekend.
  We took a taxi from the airport.

Questions

You can form questions in two ways:

- without a question word:
  Are you James Bond? (See Lesson 4)
  Is she married? (See Lesson 6)
  Does he go to work by boat? (See Lesson 21)
  Did you take a photograph? (See Lesson 38)

with a question word *who, what, how, when, where*
Who's your favourite singer? (See Lesson 8)
What's your name? (See Lesson 1)
How did they get to the hotel? (See Lesson 39)
When did they arrive? (See Lesson 39)
Where did they go? (See Lesson 39)

ou can put an adjective or an adverb after *how*.
low much are they? (See Lesson 11)
low old is she? (See Lesson 7)
low long did the journey take? (See Lesson 39)

ou can also form questions about ability with *can*.
ee Lesson 26)
an you swim?
an you use a computer?

ou can form more indirect, polite questions with *can*.
an I have a sandwich, please? (See Lesson 27)

mperatives

he imperative has exactly the same form as the infinitive
vithout *to*) and does not usually have a subject. You use the
nperative:

to give instructions (See Lesson 15)
Stand up!
Don't talk.
Open your book.

to give directions (See Lesson 28)
Go along South Street.
Turn left.
Turn right.

ou use *don't* + imperative to give a negative instruction.
on't talk!
on't look!

erb patterns

ke + -ing form verb

ou can put an *-ing* form verb after *like*. (See Lesson 23)
don't like swimming.
ly girlfriend likes sightseeing, but she doesn't like walking.
'e don't like staying in hotels.

/hen you *like doing something*, this is something you enjoy all
ie time.
like travelling by train. I always go by train.

Have got

You use the contracted form in spoken and informal written English.

Affirmative	Negative
I	I
you've (have) got	you haven't (have not) got
we	we
they	they
he	he
she's (has) got	she hasn't (has not) got
it	it

Questions	Short answers
Have I/you/we/they got?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got?	Yes, he/she/it has. No, he/she/it hasn't.

You use *have got*:

- to talk about possession (See Lesson 13)
  We've got three children.
- to talk about appearance (See Lesson 14)
  She's got fair hair and blue eyes.
  He hasn't got any hair.

  Have got means the same as *have*. You use it in spoken and informal written English.
  She's got fair hair and blue eyes. (= She has fair hair and blue eyes)

Modal verbs

Can and *need* are modal verbs. Other modal verbs are *could must should will would.*

Form

Modal verbs:

- have the same form for all persons.
  I can swim.
  He can play the piano.
- don't take the auxiliary *do* in questions and negatives.
  Can you cook?
  I can't drive.
- take an infinitive without *to*.
  He can dance.
  She can cook.

Use

You use *can:*

- to talk about general ability, something you are able to do on most occasions. (See Lesson 26)
  I can swim. *I can play the piano.*
- to ask for something politely. (See Lesson 27)
  Can I have a sandwich, please?
  Can I have a cup of coffee?

Articles

There are many rules for the use of articles. Here are the rules presented in ***Reward*** **Starter.**

You use an indefinite article *(a/an)* with jobs. (See Lesson 2)
I'm a student.
I'm a doctor.
I'm an actor.
I'm an engineer.

You use *an* for nouns which begin with a vowel.
an actor *an engineer*

You use the definite article *(the)*:

- when the listener or reader knows exactly which person or thing we mean (See Lesson 11)
  How much are the black shoes?
  How much is the green sweater?

You also use *the* when you talk in general about musical instruments.
He can play the piano.
She plays the guitar.
Before vowels you pronounce *the* /ə/.

Plurals

You form the plural of most nouns with *-s.* (See Lesson 9)
Singular: *friend neighbour boy girl brother sister twin*
Plural: *friends neighbours boys girls brothers sisters twins*

You add *-es* to nouns which end in *-o, -ch, -ss, -sh* and *-x*:
glass - glasses *watch - watches* *sandwich - sandwiches*

There are some irregular plurals:
man - men *woman - women* *child - children*

Expressions of quantity

Any

You use *any* with *there aren't* and *are there?* (See Lesson 24)
There aren't any cupboards in the bathroom.
Are there any chairs in the kitchen?

Possessives

Possessive *-s*

You add *-s* to singular nouns to show possession. (See Lesson 12)
Jane's keys *Graham's wallet*
You add *-s'* to regular plural nouns.
My brothers' names are Pablo and Octavio.
You add *-'s* to irregular plural nouns.
The men's room.

Possessive adjectives

Pronoun	Possessive adjective	
I	my	(See Lesson 1)
you	your	(See Lesson 1)
he	his	(See Lesson 8)
she	her	(See Lesson 8)
it	its	
we	our	(See Lesson 13)
they	their	(See Lesson 13)

Adjectives

Position of adjectives

You can put adjectives in two positions.

- after the verb *to be* (See Lessons 5 and 33)
  He's British. She's Brazilian.
  It was warm. He was happy.
- before a noun (See Lesson 11)
  the black jacket *the blue jeans* *the green sweater*

Demonstrative adjectives

This, that, these and those (See Lesson 10)

You use *this* to point to singular nouns which are close.
What's this?
It's a watch.

You use *that* to point to singular nouns which are not close.
What's that?
It's an umbrella.

You use *these* to point to plural nouns which are close.
What are these?
They're glasses.

You use *those* to point to plural nouns which are not close.
What are those?
They're books.

ɪverbs

ɪsition of adverbs of frequency

ɔu usually put adverbs of frequency before the verb. (See
sson 25)
ılways get presents and birthday cards.
ısually go out with friends.
ɔften go to a restaurant.
ıt you put them after the verb *to be.*
never do anything special..
ıe was always cold in December.

repositions

·om, in, to, at, on

ou use *from:*

- with towns and countries to talk about people's homes. (See Lesson 5)
  He's from London.
  I'm from Bangkok.

'ou use *in:*

- to describe position. (See Lesson 12)
  Graham's wallet is in his coat pocket.
- with places (See Lesson 16)
  I live in a flat in Florence.
- with times of the day.
  in the morning, in the afternoon, in the evening

'ou use *to:*

- with *go* + *school* and *work.* (See Lesson 16)
  I go to school in Fiesole.

'ou use *at*:

- with times of the day. (See Lesson 17)
  We have lunch at two o'clock.

'ou use *on:*

- to describe position. (See Lesson 12)
  Steve's wallet is on the table.
- with days of the week (See Lesson 18)
  on Monday   on Tuesday   on Monday morning
  on Tuesday afternoon

'ou use *under:*

- to describe position. (See Lesson 12)
  Joely's bag is under the table.

'ou use *by:*

- with means of transport (See Lesson 21)
  by car   by train   by bus   by taxi

Pronunciation guide

/ɑː/	park	/b/	buy
/æ/	hat	/d/	day
/aɪ/	my	/f/	free
/aʊ/	how	/g/	give
/e/	ten	/h/	house
/eɪ/	bay	/j/	you
/eə/	there	/k/	cat
/ɪ/	sit	/l/	look
/iː/	me	/m/	mean
/ɪə/	beer	/n/	nice
/ɒ/	what	/p/	paper
/əʊ/	no	/r/	rain
/ɔː/	more	/s/	sad
/ɔɪ/	toy	/t/	time
/ʊ/	took	/v/	verb
/uː/	soon	/w/	wine
/ʊə/	tour	/z/	zoo
/ɜː/	sir	/ʃ/	shirt
/ʌ/	sun	/ʒ/	leisure
/ə/	better	/ŋ/	sing
		/tʃ/	church
		/θ/	thank
		/ð/	then
		/dʒ/	jacket

Irregular Verbs

Verbs with the same infinitive, past simple and past participle

cost	cost	cost
cut	cut	cut
hit	hit	hit
let	let	let
put	put	put
read /ri:d/	read /red/	read /red/
set	set	set
shut	shut	shut

Verbs with the same past simple and past participle but a different infinitive

bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
feel	felt	felt
find	found	found
get	got	got
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
say	said	said
sell	sold	sold
send	sent	sent
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
spell	spelt/spelled	spelt/spelled
spend	spent	spent
stand	stood	stood
teach	taught	taught
understand	understood	understood
win	won	won

Verbs with same infinitive and past participle but a different past simple

become	became	become
come	came	come
run	ran	run

Verbs with a different infinitive, past simple and past participle

be	was/were	been
begin	began	begun
break	broke	broken
choose	chose	chosen
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
forget	forgot	forgotten
give	gave	given
go	went	gone
grow	grew	grown
know	knew	known
lie	lay	lain
ring	rang	rung
rise	rose	risen
see	saw	seen
show	showed	shown
sing	sang	sung
speak	spoke	spoken
swim	swam	swum
take	took	taken
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written

Tapescripts

sson 1 **Listening and reading, activity 2**

NA Hello, I'm Anna. What's your name?
VID Hello, Anna. I'm David.
NY Hello, I'm Tony. What's your name?
NE Hello, Tony. I'm Jane.
DY Hello, I'm Judy. What's your name?
EVE Hello, Judy. I'm Steve.

sson 2 **Vocabulary and sounds, activity 2**

SÉ What's your job, Pete?
TE I'm a journalist. What's your job, José?
SÉ I'm a doctor.
RIA What's your job, Hillary?
LLARY I'm a secretary. What's your job, Maria?
RIA I'm a teacher.
SHIMI What's your job, Yildiz?
LDIZ I'm a student. What's your job, Hashimi?
SHIMI I'm an engineer.

sson 2 **Listening, activity 2**

RIA What's your job, Hillary?
LLARY I'm a secretary. What's your job, Maria?
RIA I'm a teacher.

sson 3 **Listening and reading, activity 2**

onversation A
CHIKO Hello, Joan, how are you?
AN Hello, Michiko, I'm very well, thanks. How are you?
CHIKO I'm fine, thanks.

onversation B
TE Kate, what's your telephone number, please?
TE 0134 521 3987. What's your telephone number, Pete?
TE 01967 328123.
TE Thank you. Goodbye, Pete.
TE Goodbye.

sson 4 **Listening and speaking, activity 1**

-m-b-o
-e-o-p-a-t-r-a
-a-c-u-l-a
-a-n-k-e-n-s-t-e-i-n
-m-e-s b-o-n-d

sson 5 **Vocabulary and sounds, activity 5**

nerican - The USA
panese - Japan
lian - Italy
azilian - Brazil
ai - Thailand
itish - Britain
rkish - Turkey
ssian - Russia

Lesson 5 **Listening and reading, activity 3**

OLGA Hello, I'm Olga Maintz. I'm an engineer. I'm Russian and I'm from St Petersburg.
MUSTAFA Hi! I'm Mustafa Polat. I'm Turkish and I'm a teacher. I'm from Istanbul.
PATRIZIO Hello! I'm Patrizio Giuliani. I'm from Venice. I'm Italian and I'm an actor.

Lesson 6 **Vocabulary and sounds, activity 3**

One Two Thirteen Fourteen Five Six Seventeen Eighteen Nine Twenty

Lesson 6 **Listening and writing, activity 2**

Is Ken Stanwell from Kenton?
Yes, he is.
Is he married?
No, he isn't. He's seventeen.
Is he a student?
Yes, he is.
And is he British?
No, he isn't. He's American.

Lesson 6 **Grammar, activity 3**

Is Jane married?
Yes, she is.
Is Anna married?
No, she isn't.
Is Sema married?
No, she isn't.
Is Kazuo married?
Yes, he is.
Is Steve married?
Yes, he is.

Lesson 6 **Speaking and listening, activity 2**

Is Bill Clinton an engineer?
No, he isn't.
Is Tom Cruise an actor ?
Yes, he is.
Is pizza from Italy?
Yes, it is.
Is doctor a job?
Yes, it is.
Is San Francisco in the United States?
Yes, it is.
Are you from Japan?
No, I'm not./ Yes, I am.
Is Graham a French name?
No, it isn't.
Is Istanbul a country?
No, it isn't.
Is seventeen one-seven?
Yes, it is.
Is Whitney Houston American?
Yes, she is.
Are you President of the USA?
No, I'm not.
Is Argentinian a nationality?
Yes, it is.
Is Edinburgh in England?
No, it isn't.
Is Spain a country?
Yes, it is.
Is Roberto Baggio an actor?
No, he isn't.
Are you André Agassi?
No, I'm not.

Is Sony Korean?
No, it isn't.
Is champagne from France?
Yes, it is.
Is your name Queen Elizabeth?
No, it isn't.
Are you married.
Yes, I am. Are you married?
No, I'm not.

Lesson 7 Vocabulary and sounds, activity 3

Thirteen Forty Fifty Sixteen Seventeen Eighty Nineteen

Lesson 7 Listening, activity 1

How old is Tony?
He's twenty.
How old is Karen?
She's twenty-seven.
How old is Nick?
He's nineteen.
How old is Sarah?
She's twenty-three.
How old is Jill?
She's thirty-five.
How old is Alex?
He's seventeen.

Lesson 7 Listening and writing, activity 1

Ella isn't married. She's 42. She's an actress and she's American.
Miki's a student. She's 18. She isn't married and she's Japanese.
Maria's 24. She's Italian and she's a journalist. She isn't married.
Erol's Turkish. He's married and he's a waiter. He's 21.
Anant's married and he's a teacher. He's 30.
Carlos is 33. He's Brazilian and he's a doctor. He isn't married.

Lesson 8 Vocabulary and sounds, activity 2

One.	Car
Two.	Football team
Three.	TV programme
Four.	TV presenter
Five.	Group
Six.	Politician

Lesson 8 Writing and listening, activity 2

SALLY What's your favourite car, Max?
MAX My favourite car? A Porsche, I think. Yes, a Porsche.
SALLY And what's your favourite football team?
MAX Manchester.
SALLY Manchester United or Manchester City?
MAX Manchester United, of course. What about you? Who's your favourite actor?
SALLY It's Arnold Schwarzenegger.
MAX Arnold Schwarzenegger, I see. And what's your favourite group?
SALLY Well, my favourite singer is Diana Ross. What's your favourite group?
MAX The Beatles.
SALLY The Beatles! Who are the Beatles?

Lesson 9 Reading and listening, activity 2

JANE Are you twins?
NICK Yes, we are. I'm Nick.
DAVE And I'm Dave.
JANE Are you from London?
NICK/DAVE No, we aren't. We're from Manchester.
JANE How old are you?
NICK/DAVE We're twenty-three.
JANE What are your jobs?
NICK/DAVE We're students.
JANE What's your favourite football team?
NICK/DAVE Manchester United!

Lesson 9 Reading and listening, activity 3

PAUL Who are they?
JANE They're ... er Nick and Dave.
PAUL Are they from London?
JANE No, they're from, er, ... Manchester.
PAUL And how old are they?
JANE They're twenty-three. They're students.

Lesson 10 Vocabulary and sounds, activities 2 and 3

One.	They're cassettes.
Two.	They're glasses.
Three.	It's a wallet.
Four.	It's a pen.
Five.	It's a clock.
Six.	It's an umbrella.
Seven.	They're keys.
Eight.	They're books.
Nine.	It's a watch.
Ten.	It's a bag.

Progress check, lessons 1 to 10 Reading and listening, activity 2

One, two, three o'clock, four o'clock rock,
Five, six, seven o'clock, eight o'clock rock,
Nine, ten, eleven o'clock, twelve o'clock rock,
We're gonna rock around the clock tonight.
Put your glad rags on and join me, hon'
We'll have some fun when the clock strikes one,
Chorus
We're gonna rock around the clock tonight,
We're gonna rock, rock, rock til broad daylight
We're gonna rock, gonna rock around the clock tonight.
When the clock strikes two, three and four,
If the band slows down, we'll yell for more
Chorus
When the chimes ring five, six and seven
We'll be rockin' up in seventh heaven.
Chorus
When it's eight, nine, ten, eleven, too
I'll be going strong and so will you,
Chorus
When the clock strikes twelve, we'll cool off, then,
Start a rocking round the clock again.
Chorus

Lesson 11 Vocabulary, activity 4

MAN 1 How much is the jacket?
WOMAN 1 Fifty pounds.
MAN 2 How much are the jeans?
WOMAN 1 Twenty-seven, ninety-nine.
WOMAN 2 How much is the skirt?
WOMAN 1 Thirty-five, ninety-nine.
WOMAN 2 How much is the sweater?
WOMAN 1 Twenty one, fifty.
MAN 3 How much is the shirt?
WOMAN 1 Twelve, fifty.
WOMAN 2 How much are the shoes?
WOMAN 1 Forty, ninety-nine.

ɜsson 11 Listening and sounds, activities 1 and 2

JSTOMER How much are these black shoes?
ɜSISTANT They're £29.50.
JSTOMER And how much is that red sweater?
ɜSISTANT It's £17.
JSTOMER How much is this blue jacket?
ɜSISTANT It's £40.
JSTOMER How much are these black jeans?
ɜSISTANT They're £35.99.

ɜsson 11 Listening and speaking, activity 2

AN How much is a big Mac in Britain?
'OMAN It's about two pounds.
AN And how much are Levi jeans?
'OMAN They're thirty pounds.
AN And Nike trainers? How much are they?
'OMAN They're forty pounds.
AN And how much is a Cola?
'OMAN About thirty-five pence.

esson 12 Listening, activities 1 and 3

IAN Where're Jane's keys?
/OMAN They're on the chair.
IAN Where's Graham's wallet?
/OMAN It's in his coat pocket.
IAN And where's Frank's watch?
/OMAN It's on the chair.
IAN And where's Joely's bag?
/OMAN It's under the table.
IAN And where are Nicola's glasses?
/OMAN They're on the table.
IAN And where's Tom's personal stereo?
/OMAN It's on the table.

esson 12 Grammar, activity 3

ÓM Where's my personal stereo?
OELY It's on the table.
OELY Where's my bag?
ICOLA It's under the table.
RAHAM Where's my wallet?
ANE It's in your coat pocket.

esson 13 Listening and speaking, activity 2

NTERVIEWER Are you maried, Marco?
IARCO Yes, I am.
NTERVIEWER Have you got any children?
IARCO No, I haven't.
NTERVIEWER Have you got any brothers or sisters?
IARCO Yes, I have. I've got two brothers and one sister.
NTERVIEWER What are their names?
IARCO Paolo, Giovanni, and Patrizia.

esson 15 Vocabulary and listening, activity 6

ome in.
ake your coat off.
it down.
)pen your book.
ick your pen up.
urn the cassette player on.

esson 15 Sounds and speaking, activity 3

tand up.
)pen your book.
ick your pen up.
it down.
Close your book.
Put your pen down.
Pick your bag up.
Put your coat on.
Put your bag down.
Take your coat off.
Sit down.

Lesson 16 Reading and listening, activity 3.

Photo 1

BOY Hello, I'm Erol. I'm from Turkey and I'm sixteen. I'm a student. My sister's name is Belma and we go to school in Istanbul. We live with our parents in a flat in Galata. My father is an engineer and my mother is a secretary. They work in an office in Beyoḡlu.

Photo 2

MAN Hello, I'm Kazuo. I'm from Japan and I'm thirty-five. I'm a journalist and I work in an office in Tokyo. My wife's name is Michiko and we live in a flat in Ichikawa. We've got two children. Our son's name is Koji and our daughter's name is Miki. They go to school in Funabashi.

Lesson 17 Speaking and vocabulary, activity 4

MAN Hello, everybody and welcome to the Afternoon show. It's three o'clock. We've got some very interesting guests for you today ...
WOMAN This is the BBC World Service. It's eleven o'clock and here is the news.
MAN It's six o'clock and here is the news.
WOMAN And that was the end of the one o'clock news. Here's the weather forecast for all areas for the next twenty-four hours ...

Lesson 17 Listening and reading, activity 3

INTERVIEWER When do you have your meals in Russia?
MAN We have breakfast at seven o'clock, lunch at twelve o'clock and dinner at six o'clock.
INTERVIEWER And what about in Hong Kong? When do you have breakfast?
WOMAN 1 Oh, about seven o'clock in the morning. And we have lunch at about one o'clock.
INTERVIEWER And when do you have dinner?
WOMAN 1 About eight o'clock.
INTERVIEWER And when do you have breakfast in Mexico?
WOMAN 2 We have breakfast at about eight o'clock. Then we have lunch at two or three o'clock in the afternoon.
INTERVIEWER And dinner?
WOMAN 2 At about eight or nine o'clock in the evening.

Lesson 19 Listening and writing, activity 3

TIM Do you like gymnastics, Gwen?
GWEN Yes, I do. I like gymnastics very much.
TIM Do you like basketball?
GWEN No, I don't.

JAMES Do you like volleyball, Alison?
ALISON Yes, I do. I like volleyball very much.
JAMES Do you like skiing?
ALISON No, I don't.

Lesson 20 Vocabulary and speaking, activity 4

MAN It's half past five. Time to go home.
DJ Good morning! Good morning! It's a quarter to seven and this is the Pete Walker show...
TV PRESENTER It's a quarter past twelve. In fifteen minutes time we'll be talking to ...
MUM It's a quarter to six. Hurry up! We're leaving in five minutes.
DAD Get up, John! It's half past seven.
WOMAN Time for bed. It's a quarter past eleven. Goodnight!

Lesson 20 Listening and writing, activity 1

MAN 1 Hello, and welcome to The British Abroad, the programme where we talk to British people living and working in other countries. Where do you live, Sarah?
WOMAN I live in Italy.
MAN 1 And where do you work?
WOMAN I work in an English school.
MAN 1 When do you have breakfast in Italy?
WOMAN At about half past seven.
MAN 1 When do you start work?
WOMAN I start work at three in the afternoon.
MAN 1 When do you finish work?
WOMAN At nine o'clock in the evening.
MAN 1 When do you go shopping in Italy?
WOMAN In the mornings and on Saturdays.
MAN 1 When do you visit friends in Italy?
WOMAN On Saturday evenings and on Sundays.
MAN 1 Where do you live, Mark?
MAN 2 I live in Acapulco.
MAN 1 And where do you work?
MAN 2 I work in a hospital. I'm a doctor.
MAN 1 When do you have breakfast?
MAN 2 At about half past six.
MAN 1 And when do you start work?
MAN 2 I start work at eight in the morning.
MAN 1 When do you finish work?
MAN 2 At seven o'clock in the evening.
MAN 1 When do you go shopping?
MAN 2 My wife goes shopping on Saturdays.
MAN 1 When do you visit your parents?
MAN 2 My parents live in Britain but my wife's parents live in Acapulco, too. We visit them on Sundays.

Progress check, lessons 11 to 20 Listening, activities 1 and 2

Don't worry about a thing
'Cause every little thing's gonna be all right
Singing 'Don't worry about a thing
'Cause every little thing's gonna be all right.'
Rise up this morning
Smiled with the rising sun
Three little birds beside my doorstep
Singing sweet songs of melodies pure and true
Singing 'This is my message to you.'

Lesson 21 Reading and listening, activity 2

SALLY Thank you Mehmet ... Excuse me!
LEYLA Yes.
SALLY Your name is...?
LEYLA My name is Leyla.
SALLY Do you walk to work, Leyla?
LEYLA Yes, I do.
SALLY And are you married?
LEYLA No, I'm not.
SALLY Have you got any brothers or sisters?
LEYLA Yes, I have a brother. His name's Mustafa.
SALLY And does he walk to work?
LEYLA No, he goes to work by boat.
SALLY Thank you very much. Excuse me, sir! What's your name?
JOHN My name's John.
SALLY Ah, you're American. Do you live here?
JOHN Yes, I do.
SALLY And do you work here?
JOHN No, I don't. I work in Asia.
SALLY And do you go to work by car?
JOHN No, I go by boat. My wife, Mary, goes to work by car.
SALLY Thank you, John. So, as you can see, people here are using many different ways of going to work...

Lesson 22 Reading and listening, activity 1

RADIO PRESENTER Hello and welcome to *Food and Drink Around the World*. Cristina is from Argentina, what food do you eat in your country, Cristina?
CRISTINA In Argentina, we eat meat, especially beef.
RADIO PRESENTER What do you drink?
CRISTINA We drink beer and wine with our meals, or water and juice.
RADIO PRESENTER When do you have the main meal of the day?
CRISTINA The main meal of the day is lunch. We have lunch at one o'clock in the afternoon. During the week, if you work, the main meal is dinner.
RADIO PRESENTER What do you have for breakfast?
CRISTINA We have coffee and bread.

Lesson 22 Grammar, activity 1

RADIO PRESENTER Nourredine, tell me what you eat in Morocco.
NOURREDINE Well, a typical dish is a dish with lamb and vegetables.
RADIO PRESENTER And what do you drink?
NOURREDINE Our national drink is tea and we drink a lot of juice as well.
RADIO PRESENTER And when do you have the main meal of the day?
NOURREDINE The main meal in Morocco is lunch. We have it at twelve o'clock.
RADIO PRESENTER And what do you have for breakfast?
NOURREDINE We have milk and yoghurt, and fruit: apples and oranges.
RADIO PRESENTER Ram, what do you eat in India?
RAM We eat alot of rice and vegetables.
RADIO PRESENTER And what do you drink?
RAM Tea or water.
RADIO PRESENTER And when do you have the main meal of the day?
RAM At 10 am in the morning or 7 pm in the evening.
RADIO PRESENTER And what do you have for breakfast?
RAM Tea.

Lesson 23 Reading and listening, activities 3 and 4

INTERVIEWER Gary, what do you like doing on holiday?
GARY Well, I like walking and sightseeing.
INTERVIEWER Anything else?
GARY Er, I like eating in restaurants and staying in hotels.
INTERVIEWER Is there anything you don't like doing?
GARY I don't like skiing. I don't like lying on the beach or swimming. Oh, and I don't like writing postcards.
INTERVIEWER Margaret, what do you like doing on holiday?
MARGARET I like lying on the beach and reading. I like swimming as well. And in the evening I like dancing.
INTERVIEWER And what don't you like doing?
MARGARET I don't like sightseeing.
INTERVIEWER Do you like writing postcards?
MARGARET No, I don't.

Lesson 24 Vocabulary and sounds, activity 6

Kitchen - cooker, table, cupboards, chair.
Dining room - table, chairs.
Living room - armchairs, sofa, television, table.
Bedroom 1 - armchair, bed.
Bedroom 2 - bed, table, cupboard.
Bathroom - shower.
Hall - table, telephone.

Lesson 24 Reading and listening, activity 2

George Mandelson is a journalist. He isn't married. He lives in a small house. He doesn't have a garden. He likes watching football on TV, dancing and taking photos.
Angie Ashton is a singer. She's married with four children. She likes cooking, seeing her friends, playing tennis and reading newspapers. She doesn't eat meat and she doesn't like watching television.

Frances Peters is an actress. She's married but she hasn't got any children. She lives in London. She likes seeing her friends, but she doesn't like cooking.

Lesson 25 Vocabulary and sounds, activity 2

January February March April May June July August September October November December.

Lesson 25 Vocabulary and sounds, activity 6

The seventh of July.
The eighth of August.
The ninth of September.
The tenth of October.
The eleventh of November.
The twelfth of December.

Lesson 25 Listening and speaking, activity 2

INTERVIEWER What do you for your birthday, Karen?
KAREN I usually have a party and I always get presents and birthday cards.
INTERVIEWER And Pete, what do you do?
PETE I usually go out with friends or I sometimes invite friends home.
INTERVIEWER Do you always get presents and birthday cards?
PETE Yes, I do.
INTERVIEWER What do you do for your birthday, Molly?
MOLLY I usually have a meal with my family. I often go to a restaurant and I always get presents and birthday cards.

Lesson 26 Reading and listening, activity 3

INTERVIEWER So, are you a student?
FRANK Yes, I am.
INTERVIEWER And you need a holiday job?
FRANK Yes, I do.
INTERVIEWER Can you swim?
FRANK Yes, I can.
INTERVIEWER And music? Can you play the piano?
FRANK No, I can't. But I can play the guitar.
INTERVIEWER OK, and can you speak any languages?
FRANK Yes, I can. I can speak French and German.
INTERVIEWER And what about sport. Can you play tennis and football?
FRANK Yes, I can.
INTERVIEWER Good.

Lesson 26 Listening and speaking, activity 1
Interview one

INTERVIEWER Yes, come in.
JANIE Good morning.
INTERVIEWER Good morning. Come in and sit down. Take off your coat. What's your name?
JANIE Janie Ellis.
INTERVIEWER Are you a student?
JANIE Yes, I am. I need a holiday job at the moment.
INTERVIEWER Can you swim?
JANIE Yes, I can.
INTERVIEWER Can you play the piano?
JANIE Yes, I can.
INTERVIEWER Can you speak any languages?
JANIE I can speak a little Spanish.
INTERVIEWER And can you play tennis?
JANIE Yes, I can.
INTERVIEWER And what about football?
JANIE No, I can't.
INTERVIEWER All right. Where do you live, Janie? (FADE)

Interview two

INTERVIEWER And your name is ...?
LOIS Lois Franks.
INTERVIEWER And you're a student?
LOIS Yes, I am. I'm a music student.
INTERVIEWER A music student! Excellent. So you can play the piano?
LOIS Yes, I can. I can play the piano, the guitar, the violin, the trumpet . . .
INTERVIEWER Excellent. And can you swim?
LOIS Yes, I can.
INTERVIEWER And can you speak any languages?
LOIS Yes, I can speak French, Italian, German, Russian and Spanish.
INTERVIEWER And do you like football and tennis?
LOIS Yes, they're my favourite sports.
INTERVIEWER Very good, Lois. Now, where are you from?

Lesson 27 Listening, activity 2

WAITER Can I help you?
JANE Yes, what's a Halley Court Special?
WAITER It's a sandwich with chicken, lettuce, tomato and mayonnaise.
JANE How much is it?
WAITER It's £2.50.
JANE OK, can I have a Halley Court Special, please?
WAITER Certainly. And anything to drink?
JANE A cup of coffee, please.
WAITER OK, a Halley Court Special and a cup of coffee. Anything else?
JANE A piece of chocolate cake, please.
WAITER Thank you . . . OK, a Halley Court Special, a cup of coffee and a piece of chocolate cake. Here you are.
JANE Thank you very much.
WAITER Enjoy your meal.

Lesson 27 Listening and speaking, activity 2

FINN What's your favourite food, Selina?
SELINA Well, I don't eat meat, so I like lots of salad things: lettuce and tomatoes etc, and vegetables. I like pizza and pasta very much, too, and I eat a lot of cheese. I like potatoes, but I don't eat them often.
FINN And what's your favourite drink?
SELINA I like mineral water and Cola. I don't like coffee, but I like tea. What about you? What's your favourite food?
FINN Well, I like chicken but I don't like beef. I like tomatoes and lettuce as well. I like potatoes, especially baked potatoes with tuna and mayonnaise.
SELINA What do you like to drink?
FINN Oh, I like tea. Do you know what my favourite food is, though?
SELINA No, what?
FINN Chocolate cake!
SELINA Oh yes! I like chocolate cake, too.

Lesson 27 Listening and speaking, activity 3

SELINA Can I have a cheese and tomato pizza and a mineral water, please?
WAITER Certainly. And for you, sir?
FINN Can I have a baked potato with tuna and mayonnaise?
WAITER Certainly. Anything to drink, sir?
FINN Oh, a cup of tea, please.
WAITER OK. That's a cheese and tomato pizza and a mineral water, one baked potato with tuna and mayonnaise, and a cup of tea. Anything else?
FINN Selina, look at that chocolate cake!
SELINA Wow! Great!
FINN And two pieces of chocolate cake, please.
WAITER Thank you.

Lesson 28 Listening, activity 1

MAN 1 Where's the station?
WOMAN 1 It's in East Street.
WOMAN 2 Where's the bookshop?
MAN 2 It's in West Street.
MAN 3 Where's the market?
WOMAN 3 It's in North Street.
WOMAN 4 Where's the chemist?
MAN 4 It's in South Street.

Lesson 28 Listening, activity 2

MAN 1 Where's North Street?
WOMAN 1 Go along West Street. Turn right into North Street.
WOMAN 2 Where's West Street?
MAN 2 Go straight ahead.
WOMAN 3 Where's South Street?
MAN 3 Turn right.
MAN 4 Where's East Street?
WOMAN 4 Turn right into South Street. Turn left into East Street.

Lesson 28 Listening, activity 3

MAN 1 Excuse me! Where's the post office?
WOMAN 1 It's in West Street.
MAN 1 Where's West Street?
WOMAN 1 Go straight ahead. It's on the left.
WOMAN 2 Where's the bank?
MAN 2 It's in East Street.
WOMAN 2 Where's East Street?
MAN 2 Turn right into South Street, and turn left into East Street. It's on the right.
MAN 3 Excuse me! Where's the cinema?
WOMAN 3 It's in South Street. Turn left and it's on the left.
MAN 3 Thank you.
WOMAN 4 Where's the car park?
MAN 4 It's in East Street. Go straight ahead, along West Street and turn right into North Street. Go along North Street and turn right into East Street. It's on the left.
WOMAN 4 Thank you.

Lesson 28 Listening and reading, activity 1

TOUR GUIDE Good morning, ladies and gentlemen, and welcome to Reward Walking Tours of London. I'm Jamie and I'm your guide this morning for our tour of Covent Garden and Trafalgar Square. Well, as you know, we're in Trafalgar Square, and the building over there is the National Gallery, and the building on my right is South Africa House. And the church between the National Gallery and South Africa House is St Martins-in-the Field. Now, the street on your right here is Whitehall, with Big Ben and the Houses of Parliament in the distance, and on your left is the Mall, with Buckingham Palace at the end.

Lesson 29 Sounds, activity 1

stand in, reading, shopping in, sit in, playing, running, lie in, writing

Lesson 30 Listening and vocabulary, activity 3

Picture 1	What's he doing? Is he listening to the radio?
Picture 2	What's she doing? Is she making tea?
Picture 3	What are they doing? Are they waiting for a bus?
Picture 4	What's he doing? Is he having a bath?
Picture 5	What's she doing? Is she talking to her daughter?
Picture 6	What are they doing? Are they having dinner?

Lesson 30 Listening and vocabulary, activity 6

one	He's listening to the CD.
two	She's making coffee.
three	They're waiting for a taxi.
four	He's having a shower.
five	She's talking to her son.
six	They're having lunch.

Progress check, lessons 21 to 30 Sounds, activity 2

bicycle vegetable telephone restaurant library
America December September computer

Progress check, lessons 21 to 30 Sounds, activity 3

Asia February November sightseeing eleventh

Progress check, lessons 21 to 30 Sounds, activity 5

MAN They aren't playing football. They're playing tennis.
WOMAN He isn't eating. He's drinking.
MAN She isn't washing. She's cooking.

Progress check, lessons 21 to 30 Listening, activities 1 and 2

Daniel is travelling tonight on a plane
I can see the red tail lights heading for Spain,
Oh, and I can see Daniel waving goodbye,
God, it looks like Daniel, must be the clouds in my eyes.
They say Spain's pretty, though I've never been,
Well, Daniel says it's the best place that he's ever seen,
Oh and he should know he's been there enough,
Lord, I miss Daniel, oh I miss him so much.
Oh, Daniel my brother,
You are older than me,
Do you still feel the pain
Of the scars that won't heal?
Your eyes have died, but you see more than I,
Daniel, you're a star in the face of the sky.

Lesson 31 Reading and listening, activity 2

TONY What are your plans for the holiday? Where are you going?
DON We're going to Australia.
TONY Australia!
SUE Yes, for three weeks. We're staying with Fran in Sydney. We're spending a week there.
DON And then we're driving to Port Stephens, about three hours away, and we're spending a week on the beach.
TONY Wonderful!
SUE Then we're going to a town called Cobar in the outback. We're camping there.
TONY Well, have a great time!
DON Thanks. What are you doing?
TONY Oh, I'm staying at home.

Lesson 31 Listening and speaking, activities 1 and 2

DON Hello, Don Fisher speaking.
FRAN Hello, Dad, it's Fran.
DON Fran, how are you?
FRAN I'm fine.
DON We're looking forward to seeing you.
FRAN So are we. But I'm ringing to tell you about a change of plan.
DON OK. Go ahead.
FRAN Well, Bruce's friend is staying with us at the moment, so Bruce isn't meeting you at the airport. I'm meeting you.
DON Great!
FRAN And, Dad, sorry about this, but there are only two bedrooms in our house, so you aren't staying with us. You're staying in a hotel near us. Is that Ok?
DON Well, Ok. But we're still spending a week with you in the city?
FRAN Yes, and then we're driving to Port Stephens, but we aren't spending a week there, we're spending longer- ten days, then we're camping for three days in the outback, not a week. We think a week camping in the outback is too long.
DON That's fine, Fran. Thanks for telling us.
FRAN OK, then, Dad. See you on the twenty-ninth! Love to Mum. Bye.
DON Bye Fran. See you soon.

Lesson 32 Listening, activity 2

ACK Let's go to the cinema.
ANNA I'm sorry but I don't like films.
ACK How about going to the theatre, then?
ANNA Yes, OK, What's on?
ACK An Agatha Christie play.
ANNA Where's it on?
ACK At the Theatre Royal.
ANNA Great!

Lesson 32 Sounds, activity 3

'm sorry but I don't like music.
'm sorry but I'm busy tomorrow evening.
'm sorry but I don't like Spielberg.

Lesson 34 Reading and listening, activity 2

NARRATOR It was ten o'clock in the evening at Ripley Grange. It was quiet ... very quiet. Was there anyone in the dining room? No, there wasn't.
Then, there was a scream. It was Lady Scarlet. Was she in the kitchen? Yes, she was. Was she alone in the kitchen? No, she wasn't. Probe was also in the kitchen. He was dead.
Was there something on the table? Yes, there was – there was a knife on the table. It was red. Was it murder? Who was the murderer?

Lesson 34 Listening and speaking, activity 1

DETECTIVE PRUNE Please answer my questions very carefully. Colonel White, where were you at 8 pm last night?
COLONEL WHITE I was in the dining room. We were all in the dining room, Detective. It was dinner.
DETECTIVE PRUNE Where were you at ten o'clock, Colonel?
COLONEL WHITE I was in the living room. I was with Doctor Plum and Professor Peacock.
DETECTIVE PRUNE Thank you, Colonel. Please ask Miss Green to come in. Miss Green, where were you at ten o'clock last night?
MISS GREEN I was in the garden.
DETECTIVE PRUNE Were you alone?
MISS GREEN No, I was with Mrs Mustard. There was a scream! It was awful.
DETECTIVE PRUNE Thank you, Miss Green. Good morning, Professor Peacock. Where were you at ten o'clock last night?
PROFESSOR PEACOCK I was in the living room with Colonel White and Doctor Plum.
DETECTIVE PRUNE I see. Thank you. Mrs Mustard, where were you last night at ten o'clock?
MRS MUSTARD I was in the garden. It was a lovely evening. I was with Miss Green.
DETECTIVE PRUNE Thank you Mrs Mustard. Doctor Plum, where were you at ten o'clock last night?
DOCTOR PLUM I was in the kitchen.
DETECTIVE PRUNE In the kitchen?
DOCTOR PLUM Yes, Probe was dead. Lady Scarlet was there.
DETECTIVE PRUNE Where were you before you were in the kitchen?
DOCTOR PLUM I was in the living room with Professor Peacock and Colonel White.
DETECTIVE PRUNE Thank you, doctor. And Lady Scarlet, where were you at eight o'clock last night?
LADY SCARLET I was in the dining room with the other people. It was dinner time.
DETECTIVE PRUNE And where were you at ten o'clock?
LADY SCARLET I was in my bedroom. I was hungry and thirsty. There was some food and drink in the kitchen. Probe was there, but he was dead.
DETECTIVE PRUNE So there wasn't anyone in the bedroom with you?
LADY SCARLET Certainly not, Constable. How dare you!
DETECTIVE PRUNE I'm a detective, Lady Scarlet. And I know who was Probe's murderer.

Lesson 34 Listening and speaking, activity 5

DETECTIVE PRUNE Thank you for coming to the living room. I now know who was Probe's murderer. You see, Doctor Plum, Colonel White and Professor Peacock were in the living room, and Mrs Mustard and Miss Green were in the garden. Only you, Lady Scarlet, were alone in your bedroom. You were Probe's murderer, weren't you, Lady Scarlet?
LADY SCARLET It's true. I was hungry! I was thirsty! I was bored with cold potatoes, cold meat and tired lettuce! I was tired of water to drink! I was unhappy with Probe.
DETECTIVE PRUNE Thank you, everyone. Lady Scarlet, please come with me.
COLONEL WHITE I say!
DOCTOR PLUM 'Pon my word!
PROFESSOR PEACOCK 'Straordinary.
MRS MUSTARD What's the time?
MISS GREEN One o'clock.
COLONEL WHITE Time for lunch!

Lesson 35 Vocabulary and sounds, activity 3

television video recorder telephone radio computer personal stereo car bicycle fax machine dishwater vacuum cleaner

Lesson 35 Reading and listening, activities 3 and 4

MARY Well, when I was a child, we had a telephone in the hall, but we didn't have a television. No one had television when I was a child. And of course, we didn't have a video recorder.
INTERVIEWER What about a radio?
MARY Yes, we had a radio. The radio was in the living room. The radio programmes were very good.
INTERVIEWER And computers, did you have computers or personal stereos?
MARY Oh, no, we didn't have computers or personal stereos. And I was fifty before I had my own radio. It wasn't a personal stereo.
INTERVIEWER Did you have a car?
MARY Yes, some families had a car, but we didn't. We had bicycles, all six of us.
INTERVIEWER And no fax machine, of course. Or vacuum cleaner or dishwasher?
MARY No, we didn't have a fax machine. But we had a kind of vacuum cleaner, it was a Hoover. And we didn't have a dishwasher. The dishwasher was me!

Lesson 35 Speaking and listening, activity 6

WOMAN Right, let's see how much you know. Did they have aeroplanes in 1950?
MAN Yes, they did.
WOMAN And did they have them in 1850?
MAN No, they didn't.
WOMAN That's correct. How about trains? Did they have them in 1850?
MAN Yes, they did.
WOMAN And in 1750?
MAN No, they didn't.
WOMAN Correct. They had the first train in 1804. And did they have cameras in 1750?
MAN No, they didn't.
WOMAN And in 1850?
MAN Yes, they did.
WOMAN Just, yes. They had the first cameras in around 1830, 1840. Good and newspapers? Did they have newspapers in, let's say, 1550?
MAN Yes, they did.
WOMAN No, they didn't! Did they have newspapers in 1650?
MAN Yes, they did.
WOMAN That's correct. The world's first newspaper was in 1609.
MAN 1609! I didn't know that.
WOMAN Never mind. And the last one - steam engines. Did they have steam engines in, let me see now, in 1750?

MAN Yes, they did.
WOMAN And in 1650?
MAN No, they didn't.
WOMAN Correct. The world's first steam engine was in 1700. Good, well done. Only one wrong answer.

Lesson 36 Sounds, activity 2

lived arrived opened changed listened started hated
liked cooked stopped danced helped

Lesson 36 Listening and writing, activities 1 and 2

INTERVIEWER What did you do for entertainment when you were a child, Ben?
BEN Well, we didn't have television, but we listened to the radio and we played cards a lot. It was fun!
INTERVIEWER And what about sport? Did you do any sport?
BEN I liked football. In fact, I still like football. I listened to the match on the radio. And I played football with friends in the park on Sunday mornings.
INTERVIEWER What else did you do on Sunday?
BEN We often had friends for lunch after I finished the football match. And then we played in the garden in the afternoon.
INTERVIEWER Where did you go on holiday?
BEN Most years we stayed in England. We stayed in a small hotel in Devon. The beach was very close.
INTERVIEWER And what about work. What did your parents do?
BEN My father was an engineer and he travelled a lot. My mother looked after the family. Sometimes I think it was quite hard for her.
INTERVIEWER Judy, tell me about your childhood. What did you do for entertainment at home?
JUDY We liked music very much. We're a very musical family. My brother played the violin and I played the piano. We had family concerts every evening.
INTERVIEWER And sport? Did you like sport?
JUDY Yes, I liked tennis very much. I played with my school friends. In fact I played tennis in my school team.
INTERVIEWER And how did you spend Sunday?
JUDY I stayed in bed until 9 o'clock. Then I did my homework for school. Then my mother cooked lunch for us all, there was always a traditional Sunday lunch at one o'clock. And in the afternoon, we had a walk in the country.
INTERVIEWER Where did you spend your holiday?
JUDY We were very lucky. My parents loved France, and we travelled around France several times, sometimes in the South, sometimes in the mountains, sometimes in Brittany. I still love France.
INTERVIEWER And what did your parents do? What was their job?
JUDY My parents worked in a hospital. My father and my mother were doctors.

Lesson 37 Sounds, activity 2

He didn't live in Barcelona in 1904. He lived in Paris.
He didn't return to Spain to live. He lived in France.
He didn't die in 1972. He died in 1973.

Lesson 38 Reading and listening, activity 2

STEVE When we started, the weather was fine. We walked about fifteen kilometres. About four hours later, we started to come home. Suddenly, the weather changed. It was very foggy. We were still in the mountains.
PHILIP Did you stay there?
STEVE No, we didn't. We walked for an hour but it was very cold and dark. We decided to stop walking and wait.
PHILIP Did you wait for a long time?
STEVE Well, no, we didn't. You see, after about two or three minutes, something happened. A dog, a big black dog suddenly appeared out of the fog. He had red eyes. Then he barked at us.
PHILIP Did he want to help you?
STEVE Yes, he did. So we walked for two hours behind the dog. Then we arrived back at the village.
STEVE Did the dog stay with you?
PHILIP No, he didn't. When we arrived at the village, he disappeared into the mountains .
STEVE Did you take a photograph?
PHILIP No, we didn't.

Lesson 39 Vocabulary and sounds, activity 5

drank-drink
spent-spend
got-get
left-leave
flew-fly
saw-see
took-take
ate-eat
sat-sit
went-go
bought-buy
thought-think

Lesson 40 Reading and listening, activity 3

MAN But one day, a strange thing happened. On the night of 28 October 1992 after a cold day in my garden, I had dinner, read my book and then I went to bed. I was asleep when suddenly I heard a noise like a train.
I got up and looked out of the window and saw a train in the garden. "What's happening? Am I dreaming?" I said. There were passengers on the platform.
Some people got out of the train and said hello to their friends, and others got in and said goodbye.
They all wore clothes from thirty years ago. "This is very strange," I thought. I saw an old taxi and two or three old cars, and a man selling newspapers outside the station.
The man stood by a poster. It said, "THE END OF THE WORLD?"

Progress check, lessons 31 to 40 Listening, activity 1

Yesterday, all my troubles seemed so far away,
Now it looks as though they're here to stay,
Oh, I believe in yesterday.
Suddenly, I'm not half the man I used to be,
There's a shadow hanging over me,
Oh yesterday came suddenly.
Why she had to go I don't know
She wouldn't say.
I said something wrong, now I long for yesterday.
Yesterday, love was such an easy game to play,
Now I need a place to hide away,
Oh, I believe in yesterday.
Why she had to go I don't know
She wouldn't say.
I said something wrong, now I long for yesterday.
Yesterday, love was such an easy game to play,
Now I need a place to hide away
Oh, I believe in yesterday.

Wordlist

The first number after each word shows the lesson in which the word first appears in the vocabulary box. The numbers in *italics* show the later lessons in which the word appears again.

a quarter past /ə kɔːtə pɑːst/20
a quarter to /ə kɔːtə tuː/ 20
actor /æktə/ 2
actress /æktrəs/ 2
address /ədres/ 6
afternoon /ɑːftənuːn/ 17
age /eɪdʒ/ 6
am /æm/ 17
America /əmerɪkə/ 21
American /əmerɪkən/ 5
apple /æpəl/ 22
apple pie /æpəl paɪ/ 27
April /eɪprəl/ 25
armchair /ɑːmtʃeə/ 24
arrive /əraɪv/ 20
Asia /eɪʃə/ 21
August /ɔːgəst/ 25
awful /ɔːfʊl/ 33

back /bæk/ 24
bag /bæg/ 10, *12, 15*
baker /beɪkə/ 28
bank /bæŋk/ 28
bark /bɑːk/ 38
baseball /beɪsbɔːl/ 19
basketball /bɑːskɪtbɔːl/ 19
bathroom /bɑːθruːm/ 24
be born /bɪ bɔːn/ 37
beach /biːtʃ/ 31
bed /bed/ 24
bedroom /bedruːm/ 24
beef /biːf/ 22
beer /bɪə/ 22
bicycle /baɪsɪkəl/ 21, *26, 35*
bill /bɪl/ 39
bird /bɜːd/ 38
black /blæk/ 11, *14*
blue /bluː/ 11, *14*
boat /bəʊt/ 21
book /bʊk/ 15
books /bʊks/ 10
bookshop /bʊkʃɒp/ 28
bored /bɔːd/ 33
bottle /bɒtəl/ 27
boy /bɔɪ/ 9

Brazil /brəzɪl/ 5
Brazilian /brəzɪlɪən/ 5
bread /bred/ 22, *27*
Britain /brɪtən/ 5
British /brɪtɪʃ/ 5
brochure /brəʊʃʊə/ 39
brother /brʌðə/ 9
brothers /brʌðəz/ 13
brown /braʊn/ 14
burger /bɜːgə/ 10
bus /bʌs/ 10, *21*
buy /baɪ/ 29

cake /keɪk/ 27
camp /kæmp/ 31
car /kɑː/ 8, *21, 35*
car park /kɑː pɑːk/ 28
cases /keɪsɪz/ 31
cassette player /kəset pleɪə/ 15
cassettes /kəsets/ 10
cat /kæt/ 38
chair /tʃeə/ 12
cheese /tʃiːz/ 27
chemist /kemɪst/ 28
chicken /tʃɪkɪn/ 22
children /tʃɪldrən/ 13
cinema /sɪnəmə/ 10, *28, 32*
city /sɪtiː/ 31
climb /klaɪm/ 38
clock /klɒk/ 10
club /klʌb/ 32
coat /kəʊt/ 15
coat pocket /kəʊt pɒkɪt /12
coffee /kɒfiː/ 10, *22, 27*
cold /kəʊld/ 33
computer /kəmpjuːtə/ 26, *35*
concert /kɒnsət/ 32
concert hall /kɒnsət hɔːl /32
cook /kʊk/ 26
cooker /kʊkə/ 24
country /kʌntriː/ 5
cup /kʌp/ 27
cupboard /kʌbəd/ 24

dance /dɑːns/ 26, *29*
dancing /dɑːnsɪŋ/ 23
dark /dɑːk/ 14, *38*
daughters /dɔːtəz/ 13
December /dɪsembə/ 25
die /daɪ/ 37
dining room / daɪnɪŋ ruːm/ 24

disappear /dɪsəpɪə/ 38
dishwasher /dɪʃwɒʃə/ 35
doctor /dɒktə/ 2
dog /dɒg/ 38
door /dɔː/ 15
downstairs /daʊnsteəz/ 24
draw /drɔː/ 26
drink /drɪŋk/ 22, *29*
drive /draɪv/ 26, *29,*

eating in restaurants /iːtɪŋ ɪn restrɒnts/ 23
eight /eɪt/ 3
eighteen /eɪtiːn/ 6
eighth /eɪθ/ 25
eighty /eɪtiː/ 7
eleven /ɪlevən/ 6
eleventh /ɪlevənθ/ 25
engineer /endʒɪnɪə/ 2
English /ɪŋglɪʃ/ 26
Europe /jʊərəp/ 21
evening /iːvnɪŋ/ 17
exhibition /eksɪbɪʃən/ 32
eyes /aɪz/ 14

fair /feə/ 14
father /fɑːðə/ 13
favourite /feɪvrət/ 8
fax machine /fæks məʃiːn/ 35
February /febjʊəriː/ 25
fifteen /fɪftiːn/ 6
fifth /fɪθ/ 25
fifty /fɪftiː/ 7
film /fɪlm/ 32
fine /faɪn/ 33
finish /fɪnɪʃ/ 20, *37*
first /fɜːst/ 25
five /faɪv/ 3
flat /flæt/ 16
foggy /fɒgiː/ 38
food /fuːd/ 22
football /fʊtbɔːl/ 10, *19, 26*
football team /fʊtbɔːl tiːm/ 8
forty /fɔːtiː/ 7
four /fɔː/ 3
fourteen /fɔːtiːn/ 6
fourth /fɔːθ/ 25
French /frentʃ/ 26
Friday /fraɪdeɪ/ 18
friend /frend/ 9
friendly /frendliː/ 14

front /frʌnt/ 24
fruit /fruːt/ 22

gallery /gæləriː/ 32
garden /gɑːdən/ 24
get /get/ 31
get dressed /get drest/ 29
get up /get ʌp/ 29
girl /gɜːl/ 9
glass /glɑːs/ 27
glasses /glɑːsɪz/ 10, *12*
go /gəʊ/ 16
go for a walk /gəʊ fɔː a wɔːk/ 18
go home /gəʊ həʊm/ 20
go shopping /gəʊ ʃɒpɪŋ/ 18
go straight ahead /gəʊ streɪt əhed/ 28
go to the cinema /gəʊ tuː ðə sɪnəmə/ 18
good-looking /gʊdlʊkɪŋ/ 14
goodbye /gʊdbaɪ/ 1
green /griːn/ 11, *14*
group /gruːp/ 8
guitar /gɪtɑː/ 26
gymnastics /dʒɪmnæstɪks/ 19

hair /heə/ 14
half past /hɑːf pɑːst/ 20
hall /hɔːl/ 24
happy /hæpiː/ 33
hat /hæt/ 31
have /hæv/ 29, *30*
have breakfast /hæv brekfəst/ 17
have dinner /hæv dɪnə/ 17
have lunch /hæv lʌntʃ/ 17
hello /heləʊ/ 1
help /help/ 26
hot /hɒt/ 33
house /haʊs/ 16
hungry /hʌngriː/ 34
husband /hʌzbənd/ 13

individual sport /ɪndɪvɪdjʊəl spɔːt/ 19
Italian /ɪtælɪən/ 5, *26*
Italy /ɪtəliː/ 5

jacket /dʒækɪt/ 11
January /dʒænjʊəriː/ 25
Japan /dʒəpæn/ 5
Japanese /dʒæpəniːz/ 5
jeans /dʒiːnz/ 11
job /dʒɒb/ 2, *6*
journalist /dʒɜːnəlɪst/ 2
juice /dʒuːs/ 22
July /dʒuːlaɪ/ 25
June /dʒuːn/ 25

keys /kiːz/ 10, *12*
kitchen /kɪtʃɪn/ 24
lamb /læm/ 22
large /lɑːdʒ/ 24
last month /lɑːst mʌnθ/ 36
last week /lɑːst wiːk/ 36
last year /lɑːst jɪə/ 36
leave /liːv/ 20
lemon /lemən/ 22
lettuce /letɪs/ 27
library /laɪbriː/ 28
lie /laɪ/ 29
light /laɪt/ 15
like /laɪk/ 19
listen /lɪsən/ 30
live /lɪv/ 16, *37*
living room /lɪvɪŋ ruːm/ 24
lying on the beach /laɪɪŋ ɒn ðə biːtʃ/ 23

make /meɪk/ 30
man /mæn/ 9
March /mɑːtʃ/ 25
market /mɑːkɪt/ 28
married /mærɪd/ 6
May /meɪ/ 25
meat /miːt/ 22
meet /miːt/ 31
milk /mɪlk/ 22, *27*
Monday /mʌndeɪ/ 18
morning /mɔːnɪŋ/ 17
mother /mʌðə/ 13
mountains /maʊntɪns/ 31
music /mjuːsɪk/ 32

name /neɪm/ 6
nationality /næʃənælɪtɪː/ 5, *6*
need /nɪːd/ 26
neighbour /neɪbə/ 9
nice /naɪs/ 14
nine /naɪn/ 3
nineteen /naɪntiːn/ 6
ninety /naɪntiː/ 7
ninth /naɪnθ/ 25
November /nəʊvembə/ 25

o'clock /əklɒk/ 17
October /ɒktəʊbə/ 25
office /ɒfɪs/ 16
one /wʌn/ 3
one hundred /wʌn hʌndrəd/ 7
orange /ɒrɪndʒ/ 22, *27*
outback /aʊtbæk/ 31

pack /pæk/ 31
paint /peɪnt/ 37
painting /peɪntɪŋ/ 37
passenger /pæsɪndʒə/ 40
pen /pen/ 10, *15*
pence /pens/ 11
personal stereo /pɜːsənəl sterɪəʊ/ 12, *35*
piano /pjænəʊ/ 26
piece /piːs/ 27
pizza /piːtzə/ 10
plane /pleɪn/ 31
platform /plætfɔːm/ 40
play /pleɪ/ 26, *29, 32*
pm /piː em/ 17
politician /pɒlɪtɪʃən/ 8
post office /pəʊst ɒfɪs/ 28
potato /pəteɪtəʊ/ 22
pound /paʊnd/ 11
pretty /prɪtiː/ 14
pub /pʌb/ 28

quiet /kwaɪət/ 14
quite /kwaɪt/ 14

radio /reɪdiːəʊ/ 35
railway /reɪlweɪ/ 40
read /riːd/ 29
reading /riːdɪŋ/ 23
receipts /rɪsiːts/ 39
red /red/ 11, *14*
restaurant /restrɒnt/ 28
rice /raɪs/ 22
ride /raɪd/ 26
run /rʌn/ 29
running /rʌnɪŋ/ 19
Russia /rʌʃə/ 5
Russian /rʌʃən/ 5

sailing /seɪlɪŋ/ 19
sandwich /sænwɪdʒ/ 10
Saturday /sætədeɪ/ 18
school /skuːl/ 16
sculpture /skʌlptʃə/ 37
sea /siː/ 31
second /sekənd/ 25
secretary /sekrətəriː/ 2
see /siː/ 29
see friends /siː frends/ 18
September /septembə/ 25
seven /sevən/ 3
seventeen /sevəntiːn/ 6
seventh /sevənθ/ 25
seventy /seventiː/ 7
shirt /ʃɜːt/ 11
shoes /ʃuːs/ 11
shop /ʃɒp/ 16, *29*

Progress Test 1 Lessons 1 – 10

SECTION 1: VOCABULARY (15 marks)

1 Write the numbers in words. (5 marks)

Example: 25 *twenty-five*

1 18 ________
2 97 ________
3 45 Smith St ________
4 0171 281002 ________
5 100 metres ________

2 Complete the chart. (5 marks)

country **nationality**

Example: *Brazil* Brazilian

1	Britain	________
2	________	Japanese
3	Russia	________
4	________	Thai
5	Turkey	________

3 Put a word from the box under the correct heading below. (5 marks)

American doctor read mother forty-six

1 **numbers** ________
2 **nationalities** ________
3 **jobs** ________
4 **classroom language** ________
5 **family** ________

Progress Test 1 Lessons 1 – 10

SECTION 2: GRAMMAR (15 marks)

4a Choose five of these words to complete the first five spaces in the conversation. (5 marks)

Example: a) How b) What c) Who

	a)	b)	c)
1	a) thank	b) thanks	c) thanks you
2	a) that	b) these	c) those
3	a) Listen	b) Look	c) Read
4	a) his	b) our	c) their
5	a) Their	b) They	c) They're

b Complete the last five spaces with five of your own words. (5 marks)

JANE Hello, Mark. *How* are you?
MARK Hello, Jane. I'm very well, (1)__________.
JANE What's (2)__________?
MARK It's a photo. (3)__________! These are my neighbours.
JANE What are (4)__________ names?
MARK Paul and Katya. (5)__________ from Los Angeles.
JANE Are they married?
MARK No, they (6)__________.
JANE How old (7)__________ Paul?
MARK He's 25. He's a student. Katya's 23.
JANE How (8)__________ you spell Katya?
MARK K-A-T-Y-A.
JANE And what's (9)__________ job?
MARK She's (10)__________ actress.

5 Tick (✓) the correct sentence. (5 marks)

Example: a He's American. ☑
b His American. ☐

1 a We're student. ☐
b We're students. ☐

2 a What are these? ☐
b What are this? ☐

3 Is she married?
a Yes, she's. ☐
b Yes, she is. ☐

4 a They're woman. ☐
b They're women. ☐

5 a Is he your brother? ☐
b Is he your sister? ☐

Progress Test 1 Lessons 1 – 10

SECTION 3: READING AND WRITING (20 marks)

6 Complete the conversation. Write questions and your own answers. (20 marks)

CHRIS Hello, I'm Chris. What's your name?

1 YOU ______________________________

CHRIS Are you from England?

2 YOU ______________________________

CHRIS Where are you from?

3 YOU ______________________________

CHRIS Are you a student?

4 YOU ______________________________

CHRIS How old are you?

5 YOU ______________________________

CHRIS You aren't very old!

6 YOU ______________________________

CHRIS Married? No, I'm not.

7 YOU ______________________________

CHRIS I'm a teacher. A music teacher.

8 YOU ______________________________

CHRIS My favourite group? Oasis, I think.

9 YOU ______________________________

CHRIS Bjork's my favourite singer. She's from Iceland.

10 YOU ______________________________

CHRIS At home it's 655804.

YOU Thank you, Chris.

Progress Test 2 Lessons 11 – 20

SECTION 1: VOCABULARY (15 marks)

1 Write the prices and times in words. (5 marks)

Example: £20 *twenty pounds*

1 3.15 ________
2 £9.99 ________
3 11.00 ________
4 50 p ________
5 12.40 ________

2 Underline the odd-one-out. (5 marks)

Example: jeans keys shoes sweater

1 black green tall white
2 children daughter mother wife
3 friendly nice quiet very
4 light listen read talk
5 basketball sailing shopping tennis

3 Match the five verbs below with words from the box. (5 marks)

breakfast cassettes chairs cinema football friends homework letters school television work

Example: have *breakfast*

1 listen to ________
2 play ________
3 visit ________
4 write ________
5 watch ________

Progress Test 2 Lessons 11 – 20

SECTION 2: GRAMMAR (15 marks)

4a Choose five of these words to complete the first five spaces in the passage. (5 marks)

Example: a) are b) has c) <u>is</u>

1	a) at	b) in	c) on
2	a) has	b) have	c) got
3	a) at	b) in	c) on
4	a) flat	b) job	c) son
5	a) arrives	b) goes	c) leaves

b Complete the last five spaces with five of your own words. (5 marks)

Julia Brown ___*is*___ twenty-eight years old. She lives (1) __________ London with her husband and their son. They (2) __________ a flat in north London. She works (3) __________ an office from Monday to Friday. She likes her (4) __________!

Julia (5) __________ home at quarter past eight and goes (6) __________ work. She starts work at nine o'clock and finishes at one o'clock (7) __________ the afternoon. After work she goes shopping and (8) __________ lunch. Then she goes home. (9) __________ Wednesday afternoon Julia goes swimming. She goes swimming with (10) __________ sister.

5 Tick (✓) the correct sentence. (5 marks)

Example: a What's the time? ☑

b What the time? ☐

1 a How much is the shirt white? ☐

b How much is the white shirt? ☐

2 a John's keys are in his pocket. ☐

b John's key's are in his pocket. ☐

3 a Take your coat off. ☐

b Take your coat on. ☐

4 Do you like skiing? ☐

a Yes, I do. ☐

b Yes, I like. ☐

5 a I don't like football. ☐

b I no like football. ☐

Progress Test 2 Lessons 11 – 20

SECTION 3: READING AND WRITING (20 marks)

6 Complete the conversation. Write questions. (10 marks)

Example: YOU Hello, Bob. <u>How are you?</u>

BOB I'm fine, thanks.

1 YOU ______________________________?

BOB Yes, I am. My wife's name is Joanne.

2 YOU ______________________________?

BOB Joanne? She's got dark hair and she's quite pretty.

3 YOU ______________________________

BOB Yes, we have. We've got a son and a daughter.

4 YOU ______________________________

BOB Robert and Elizabeth.

5 YOU ______________________________

BOB Robert's two and Elizabeth's a baby.

7 Write 5–10 sentences about yourself, your work/school, your family and your home. (10 marks)

Hello, I'm ____________ . I'm from ____________

Progress Test 3 Lessons 21 – 30

SECTION 1: VOCABULARY (15 marks)

1 Complete the chart with five words from the box. (5 marks)

apple cupboard eat juice lamb milk pasta piece pub shower water

food	**drink**
apple	______
______	______
______	______

2 Underline the odd one out. (5 marks)

Example: bottle cup glass <u>sandwich</u>

1 America Asia English Europe
2 baker bookshop chemist party
3 eighth first number third
4 France May June November
5 bus taxi train walk

3 Complete the phrases with verbs. (5 marks)

Example: You *use* a computer.

1 You ______ the guitar.
2 You ______ a hat.
3 You ______ something to eat.
4 You ______ a bicycle.
5 You ______ the shopping.

Progress Test 3 Lessons 21 – 30

SECTION 2: GRAMMAR (15 marks)

4a Choose five of these words to complete the first five spaces in the passage. (5 marks)

Example: a) for b) in c) on

1 a) at	b) in	c) on
2 a) He	b) She	c) They
3 a) at	b) in	c) to
4 a) ski	b) skiing	c) skis
5 a) go	b) goes	c) going

b Complete the last five spaces with five of your own words. (5 marks)

Susan likes going ___on___ holiday. She goes skiing (1) __________ February or March with her sister. (2) __________ usually go to Italy or France for a week. Sometimes their mother goes (3) __________ Italy with them. Susan's mother can't (4) __________ but she likes sitting in the sun.

Susan's favourite city is Paris. She (5) __________ there every year with her husband, David. They go there for her birthday and (6) __________ in the same hotel near the centre.

It's the sixteenth (7) __________ April today. It's Susan's birthday. Susan and David are (8) __________ Paris. They (9) __________ standing in a queue outside an art gallery. Susan is (10) __________ a newspaper.

5 Tick (✓) the correct sentence. (5 marks)

Example: a When's she eat? ☐
b When does she eat? ☑

1 a Where does the station? ☐
b Where is the station? ☐

2 Is there a table?
a Yes, there is. ☐
b Yes, there's. ☐

3 a How much does it? ☐
b How much is it? ☐

4 a Turn on the right. ☐
b Turn right. ☐

5 a Is he listening the radio? ☐
b Is he listening to the radio? ☐

Progress Test 3 Lessons 21 – 30

SECTION 3: READING AND WRITING (20 marks)

6 Match the questions with five of the answers. (10 marks)

Example: Do you go to work by car? [d]

1 What do you have for breakfast? [ ]
2 What do you do on your birthday? [ ]
3 Can you speak any languages? [ ]
4 Anything to drink? [ ]
5 What are you doing? [ ]

a I'm reading the newspaper.
b Yes, I do. It's my favourite drink.
c I have a cup of coffee. I don't eat anything in the morning.
d No, I don't. I walk there. It's not far.
e Yes, I do. I usually drink tea.
f No, I can't. I can't drive.
g A cup of coffee, please.
h We stay at home. My wife cooks a nice meal. We sometimes invite friends to eat with us.
i French and English. My wife's French.
j Yes, we are. We're having breakfast.

7 Write 5–10 sentences about your home. Write about the rooms. Say what's in one or two rooms. (10 marks)

Progress Test 4 Lessons 31 – 40

SECTION 1: VOCABULARY (15 marks)

1 Match five words from the box with the words in the list and make phrases. (5 marks)

case cleaner exhibition game knife
machine music office room station team

Example: dining *room*

1 fax ___________
2 vacuum ___________
3 computer ___________
4 football ___________
5 railway ___________

2 Underline the odd one out. (5 marks)

Example: city club gallery theatre

1 awful bored office unhappy
2 cook detective engineer murder
3 computer dishwasher hall television
4 month today week year
5 American French Spanish Turkey

3 Complete the phrases with verbs. (5 marks)

Example: You *take* photographs.

1 You ___________ the piano.
2 You ___________ a shirt.
3 You ___________ in a hotel.
4 You ___________ in a village.
5 You ___________ a great time.

Progress Test 4 Lessons 31 – 40

SECTION 2: GRAMMAR (15 marks)

4a Choose five of these words to complete the first five spaces in the passage. (5 marks)

Example: a) in b) the c) <u>this</u>

1	a) I go	b) I'm go	c) I'm going
2	a) doing	b) eating	c) having
3	a) then	b) tomorrow	c) yesterday
4	a) film	b) films	c) the films
5	a) go	b) goes	c) going

b Complete the last five spaces with five of your own words. (5 marks)

STEVE Let's do something ___*this*___ evening.

ANNA I'm sorry but I'm busy. (1)__________ out with my sister. We're (2)__________ a meal at the new French restaurant.

STEVE Well, let's go to the cinema (3)__________.

ANNA I'm sorry but I don't like (4)__________.

STEVE OK. How about (5)__________ to the theatre, then?

ANNA Yes! I like (6) __________ to the theatre. What's (7) __________?

STEVE Romeo and Juliet's (8)__________ the Theatre Royal.

ANNA Oh no! I (9)__________ it last week! It was great!

STEVE Who (10)__________ you go with?

ANNA My sister. We go out every week.

5 Complete the short answers for these questions. (5 marks)

Example: Are you well? Yes, *we are*.

1 Does he like music? No, __________

2 Have they got the tickets? Yes, __________

3 Did she like the play? No, __________

4 Am I going home? Yes, __________

5 Were you happy? No, __________

PHOTOCOPIABLE

Progres[illegible]4 Lesso[illegible] – 40

SECTION 3: R[illegible]D WRITING (20 marks)

6 Match the qu[illegible]e of the answers. (10 marks)

Example: Did [illegible] c

1 What are [illegible] holiday? ☐

2 Where we[illegible]? ☐

3 Where was [illegible]ie born? ☐

4 Where did [illegible]liday? ☐

5 What are [illegible] the weekend? ☐

a We [illegible] Why?

b I was [illegible]

c Yes, I [illegible]

d Robert's going walking in Italy and I'm staying at home.

e To Italy. We went walking for three weeks in the north-east.

f No, thank you.

g Yes, we were.

h In south-west England. She was born in 1890.

i Yes, I am.

j We're tired. We're staying at home.

7 [illegible] you do at the weekend? Write 5 – 10 [illegible]es about your weekend. (10 marks)

Answers Progress Test 1 Lessons 1 – 10

SECTION 1: VOCABULARY [15 marks]

1 (5 marks: 1 mark for each correct answer.)

1 eighteen
2 ninety-seven
3 forty-five
4 oh one seven one two eight one oh oh two
5 a/one hundred

2 (5 marks: 1 mark for each correct answer.)

1 British
2 Japan
3 Russian
4 Thailand
5 Turkish

3 (5 marks: 1 mark for each correct answer.)

1 forty-six
2 American
3 doctor
4 read
5 mother

SECTION 2: GRAMMAR [15 marks]

4a (5 marks: 1 mark for each correct answer.)

1 b)
2 a)
3 b)
4 c)
5 c)

b (5 marks: 1 mark for each appropriate answer.)

6 aren't
7 is
8 do
9 her
10 an

5 (5 marks: 1 mark for each correct answer.)

1 b
2 a
3 b
4 b
5 a

SECTION 3: READING AND WRITING [20 marks]

6 (20 marks: 2 marks for each correct question or answer.)

1 I'm (+ name).
2 No, I'm not.
3 I'm from (+ country).
4 Yes, I am. OR No, I'm not.
5 I'm (+ age).
6 Are you married?
7 What's your job?
8 What's your favourite group?
9 Who's your favourite singer?
10 What's your (tele)phone number?

Answers Progress Test 2 Lessons 11 – 20

SECTION 1: VOCABULARY [15 marks]

1 (5 marks: 1 mark for each correct answer.)
1 (a) quarter past three
2 nine pounds ninety-nine (pence)
3 eleven o'clock
4 fifty pence
5 twenty to one/twelve forty

2 (5 marks: 1 mark for each correct answer.)
1 tall
2 children
3 very
4 light
5 shopping

3 (5 marks: 1 mark for each correct answer.)
1 cassettes
2 football
3 friends
4 letters
5 television

SECTION 2: GRAMMAR [15 marks]

4a (5 marks: 1 mark for each correct answer.)
1 b)
2 b)
3 b)
4 b)
5 c)

b (5 marks: 1 mark for each appropriate answer.)
6 to
7 in
8 has
9 On
10 her

5 (5 marks: 1 mark for each correct answer.)
1 b
2 b
3 a
4 a
5 a

SECTION 3: READING AND WRITING [20 marks]

6 (10 marks: 2 marks for each correct question.)
1 Are you married?
2 What's she/your wife like?
3 Have you got any children?
4 What are their names?
5 How old are they?

7 (10 marks)
Tell students what you will take into consideration when marking their written work. Criteria should include:
* efficient communication of meaning (4 marks)
* grammatical accuracy (4 marks)
* coherence in the ordering of the information or ideas (1 mark)
* layout, capitalisation and punctuation (1 mark)

It is probably better not to use a rigid marking system with the written part of the test. If, for example, you always deduct a mark for a grammatical mistake, you may find that you are over-penalising students who write a lot or who take risks. Deduct marks if students haven't written the minimum number of sentences stated in the test.

Answers Progress Test 3 Lessons 21 – 30

SECTION 1: VOCABULARY [15 marks]

1 (5 marks: 1 mark for each correct answer.)

food	drink
apple	juice
lamb	milk
pasta	water

2 (5 marks: 1 mark for each correct answer.)

1 English
2 party
3 number
4 France
5 walk

3 (5 marks: 1 mark for each correct answer.)

1 play
2 wear
3 have
4 ride
5 do

SECTION 2: GRAMMAR [15 marks]

4a (5 marks: 1 mark for each correct answer.)

1 b)
2 c)
3 c)
4 a)
5 b)

b (5 marks: 1 mark for each appropriate answer.)

6 stay
7 of
8 in
9 are
10 reading

5 (5 marks: 1 mark for each correct answer.)

1 b
2 a
3 b
4 b
5 b

SECTION 3: READING AND WRITING [20 marks]

6 (10 marks: 2 marks for each correct answer.)

1 c
2 h
3 i
4 g
5 a

7 (10 marks)

Tell students what you will take into consideration when marking their written work. Criteria should include:

* efficient communication of meaning (4 marks)
* grammatical accuracy (4 marks)
* coherence in the ordering of the information or ideas (1 mark)
* layout, capitalisation and punctuation (1 mark)

It is probably better not to use a rigid marking system with the written part of the test. If, for example, you always deduct a mark for a grammatical mistake, you may find that you are over-penalising students who write a lot or who take risks. Deduct marks if students haven't written the minimum number of sentences stated in the test.

Answers Progress Test 4 Lessons 31 – 40

SECTION 1: VOCABULARY [15 marks]

1 (5 marks: 1 mark for each correct answer.)
1 machine
2 cleaner
3 game
4 team
5 station

2 (5 marks: 1 mark for each correct answer.)
1 office
2 murder
3 hall
4 today
5 Turkey

3 (5 marks: 1 mark for each correct answer.)
1 play
2 wear
3 stay
4 live
5 have

SECTION 2: GRAMMAR [15 marks]

4a (5 marks: 1 mark for each correct answer.)
1 c)
2 c)
3 b)
4 b)
5 c)

b (5 marks: 1 mark for each appropriate answer.)
6 going
7 on
8 at
9 saw
10 did

5 (5 marks: 1 mark for each correct answer.)
1 he doesn't
2 they have
3 she didn't
4 you are
5 we weren't/I wasn't

SECTION 3: READING AND WRITING [20 marks]

6 (10 marks: 2 marks for each correct answer.)
1 d
2 a
3 h
4 e
5 j

7 (10 marks)
Tell students what you will take into consideration when marking their written work. Criteria should include:
* efficient communication of meaning (4 marks)
* grammatical accuracy (4 marks)
* coherence in the ordering of the information or ideas (1 mark)
* layout, capitalisation and punctuation (1 mark)

It is probably better not to use a rigid marking system with the written part of the test. If, for example, you always deduct a mark for a grammatical mistake, you may find that you are over-penalising students who write a lot or who take risks. Deduct marks if students haven't written the minimum number of sentences stated in the test.